DOCUMENT RESUME

ED 365 694 TM 020 864

AUTHOR	Matter, M. Kevin; And Others
TITLE	Read-On Write-On: Spring 1992 District Results.
INSTITUTION	Cherry Creek Schools, CO. Office of Assessment and Evaluation.
PUB DATE	Aug 92
NOTE	87p.
PUB TYPE	Statistical Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Black Students; *Child Development; Elementary Education; Elementary School Students; Essay Tests; Ethnic Groups; Graphs; Middle Schools; Pretests Posttests; Racial Differences; School Districts; *School Statistics; *Scoring; Sex Differences; Tables (Data); *Test Results; White Students; Writing Achievement; Writing Skills; *Writing Tests
IDENTIFIERS	Asian American Students; *Cherry Creek School District CO; Hispanic American Students; Iowa Tests of Basic Skills; Middle School Students; *Read On Write On Program

ABSTRACT

In the spring of 1992, all students in the elementary schools and middle schools of the Cherry Creek Schools (Colorado) participated in Read-On Write-On (ROWO). A random sample of 20 percent of the 3,542 papers from grades 1-8) from each school was collected and sent to the Assessment and Evaluation Office for scoring. Each paper (above grade 1) was scored by two readers on six traits representing: (1) ideas and content; (2) organization; (3) voice; (4) word choice; (5) sentence structure; and (6) writing conventions. Students through grade 3 were found to be below the developmental stage of writing, where weaknesses outweighed strengths. In grades 4 through 8, students were writing at the developmental stage, characterized by an equal balance of strengths and weaknesses. Female students scored higher than did male students at all grade levels. No clear pattern emerged by ethnic groups, although White and Asian American students outscored Black and Hispanic American students in grades 3 through 6. Students in all grades improved their scores from the fall test to the spring. Correlation with student scores on the Iowa Test of Basic Skills writing conventions and language total scores indicates that the writing test measures a similar construct. Six tables and 16 graphs present test results. Five appendixes described the assessment process, and appendixes B through E provide nine pages of additional tables. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 365 694

Cherry Creek Schools

Dedicated to Excellence

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Kevin Matter

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Read-On Write-On:

Spring 1992 District Results

Office of Assessment and Evaluation

August, 1992

TM020864

BEST COPY AVAILABLE

Cherry Creek Schools
Read-On Write-On:
Spring 1992 District Results

Office of Assessment and Evaluation

M. Kevin Matter, Ph.D. - Coordinator
Susan Adams, Ph.D. - Assessment & Evaluation Specialist
Susan Romeo - Assessment & Evaluation Specialist
Lou Ann Hartline - Secretary

Board of Education

Nancy J. Spence - President
James S. Harrington - Vice President
Dee P. Wisor - Secretary
Nancy Pavlenko - Treasurer
Donald K. Goe, Ed.D. - Asst. Sec.-Treas.

Superintendent of Schools

Robert D. Tschirki, Ph.D.

4700 S. Yosemite St.
Englewood, Colorado 80111
(303) 773-1184

TABLE OF CONTENTS

	Page
EXECUTIVE SUMMARY	ii
INTRODUCTION	1
RESULTS	4
Students' Level of Writing by Grade Level	4
Strongest and Weakest Traits by Grade Level	13
Differences in Final Trait Scores by Gender	14
Differences in Final Trait Scores by Ethnic Group	16
Improvement in Writing Based on a Comparison of Fall and Spring Average Scores	19
Differences in Scores Based on Responses to Student Self-Evaluation Checklist Items	29
Differences in Scores as a Function of Revising or Starting Over One's Paper	31
Differences in Scores as a Function of Prompt	32
Interrater Agreement	33
ROWO Validity	34
APPENDICES	35
Appendix A	36
Appendix B	38
Appendix C	42
Appendix D	44
Appendix E	46

READ-ON WRITE-ON
DISTRICT RESULTS
SPRING 1992

EXECUTIVE SUMMARY

During the months of April or May, all students in grades 1-8 at each of the elementary schools and middle schools participated in Read-On Write-On (ROWO). A random sample of 20% of the papers from each elementary school and middle school was collected and sent to Assessment and Evaluation for scoring. The "20% Sample Papers" were scored by a group of teachers (the Scoring Team).

The Scoring Team evaluated each paper on the following six traits: (1) Ideas & Content, (2) Organization, (3) Voice, (4) Word Choice, (5) Sentence Structure, and (6) Writing Conventions with Grade 1 papers only being evaluated on the first two traits. Scorers used a 1-5 point rating scale with the scale points defined as follows: 1 = Prewriting stage, 2 = Rudimentary stage, 3 = Developing stage, 4 = Maturing, and 5 = Finished stage of writing.

Each paper was scored by two readers. If the two readers' scores were not within one point of each other, then that paper was scored by a third reader. Each student received a final score for each trait by averaging the two (or three) readers' scores. The results reported below are based on the analyses of these Final Trait Scores.

MAJOR FINDINGS

<u>Level of Writing</u>

- Students in grades 1-3 are writing below the Developing stage of writing. (The Developing stage of writing is defined as writing with an equal balance of strengths and weaknesses.) These students' writing has more weaknesses than strengths.

- Students in grades 4-8 are writing at the Developing stage of writing. Their writing is characterized by an equal balance of strengths and weaknesses.

<u>Strongest and Weakest Traits</u>

- In determining the trait on which students scored the highest, average scores indicated that students in grades 2-5 tended to be the strongest in Writing Conventions or Word Choice. Students in grades 6-8 tended to be strongest in Word Choice, Sentence Structure, or Writing Conventions.

- In determining the trait on which students scored the lowest, average scores indicated that students in grades 1-8 scored the lowest on Ideas & Content and/or Organization.

Gender Differences

- At all grade levels, for almost all the traits, female students scored significantly higher than male students.

Ethnic Differences

- In examining average scores by ethnic group, no real clear pattern emerged across grades (e.g., at grades 4 and 5, Asian and white students tended to score higher than black and Hispanic students, but at grade 6, Asians and Hispanics tended to score higher than white students, who in turn scored higher than black students.) In looking at statistically significant differences among the ethnic groups, in grades 3-6, Asian students and white students scored significantly higher than black students and/or Hispanic students on some of the traits.

- Although last fall significant differences in scores existed between white students and black students in 7th and 8th grades, in the spring, no significant differences were present. In most cases whites' and Asians' scores are still higher than blacks' and Hispanics' scores - these differences are just no longer significant.

Fall to Spring Comparison

- Students in all grades, on all traits, significantly improved their scores from fall to spring.

- In determining the trait on which students improved the most from fall to spring, students in grades 2-5 improved the most on Writing Conventions and students in grades 6-8 improved the most on Organization.

- Students in grades 2-5 improved the least on Ideas & Content. Students in grades 6-8 tended to improve the least on Word Choice.

- In comparing the improvement in scores across grade levels, students in grades 1, 2, and 3 made the largest improvements in scores, on average, from fall to spring. Students in grade 6 made the smallest improvements in scores, on average, from fall to spring.

Student Self-Evaluation Items

- Those students who engaged in certain activities (e.g., Knowing how one's writing was to be evaluated, editing one's own paper, putting strong effort into the writing assessment) had significantly higher scores than those students who did not engage in those activities. Other activities (e.g., having a conference with the teacher, having a conference with peers) were not associated with significantly higher scores.

Revised Papers vs. "Started Over" Papers

- In the spring, students had the option of either revising the paper they had written in the fall or starting over. If students' level of performance in the fall is taken into account, students' spring scores are not influenced by whether they revise their fall paper or whether they start over for their spring paper; i.e., no significant differences in trait scores existed between students who revised their fall papers and students who started over for their spring papers.

Prompt Differences

- Some differences in scores were found as a function of the prompt on which students wrote (e.g., 7th and 8th graders who wrote on Prompt A scored significantly higher than 7th and 8th graders, respectively, who wrote on Prompt B). It's not known if one prompt is easier than another prompt or if better writers just happen to select one prompt over another.

Interrater Agreement

- Interrater agreement (the extent to which the two readers' scores were within one point of each other) was very high. Agreement was in the .90s for all of the traits except Ideas & Content which had an interrater agreement coefficient of .86.

ROWO Validity

- One way of determining a test's validity is to correlate scores on the new test with scores on an already-validated test that measures the same, or a similar, construct. The correlation between students' scores on the Writing Conventions trait and their Language Total score on the Iowa Tests of Basic Skills (ITBS) was around .55. As we might have predicted, this correlation indicates that these tests measure a similar construct (namely, students knowledge of writing conventions) but not an entirely overlapping construct since the ITBS Language subtests measure students' ability to proofread for conventions errors and the Writing Conventions trait measures students' ability to construct conventionally-correct sentences.

READ-ON WRITE-ON
DISTRICT RESULTS
SPRING 1992

INTRODUCTION

The purpose of this report is to describe the administration and scoring procedures of Read-On Write-On (ROWO): A Literature-Based Writing Process Assessment and to present the results of the Spring 1992 administration. This report is intended to provide information about the strengths and weaknesses in student writing that might be used by district- and school-level personnel in establishing goals and action plans around student writing.

ROWO ADMINISTRATION AND SCORING PROCEDURES

During the months of April or May, all students in grades 1-8 at each of the elementary schools and middle schools participated in Read-On Write-On (ROWO): A Literature-Based Writing Process Assessment. The ROWO lesson plan provided students an opportunity to read and discuss a fictional story, engage in group activities designed to stimulate student thinking about the theme and characters of the story, and write on one of two writing prompts (students in grade 1 were only given one prompt). The writing prompts required students to relate the theme of the story to their own lives. The administration procedures allowed time for multiple sessions in which students could draft, revise, edit, and write a final copy of their paper.

A random sample of 20% of the papers from each elementary school and middle school was collected and sent to Assessment and Evaluation for scoring. The number of papers scored at each grade level is given below:

Number of Papers Scored	Grade Level
481	1
475	2
466	3
449	4
505	5
422	6
400	7
344	8

The "20% Sample Papers" were scored by a group of teachers (the Scoring Team). The Scoring Team was made up of one teacher from each elementary school and three teachers from each middle school. In the fall, the Scoring Team participated in a 5-hour training session on the scoring rubric and the benchmark papers. (The benchmark papers were chosen to reflect various levels of writing and were used as an aide in assigning trait scores to a given paper.) The Scoring Team spent about two hours reviewing the benchmark papers and the rubric as retraining prior to scoring the papers in the spring. No equating of benchmark papers across grade levels was done. Thus, we cannot say how a score of 5 at grade 2 compares to a score of 3 at grade 3.

The Scoring Team evaluated each paper on the following six traits (Grade 1 papers were evaluated only on Ideas & Content and Organization):

(1) **Ideas & Content** - the ability to fully answer the prompt in a clear, focused, compelling way.

(2) **Organization** - the ability to put details in the appropriate place, to tie ideas, paragraphs, sentences together, and to write an inviting beginning and a satisfying conclusion.

(3) **Voice** - the ability to speak directly to the reader in a way that is individualistic, expressive, and engaging.

(4) **Word Choice** - the ability to use words that convey the intended message in a compelling, precise, and natural way.

(5) **Sentence Structure** - the ability to write sentences that are well-formed and varied in structure and that enhance the writer's meaning.

(6) **Writing Conventions** - the ability to correctly use grammar, capitalization, punctuation, spelling, and paragraphs.

Scorers used a 1-5 point rating scale. The scale points were defined as follows:

Score	Stage of Writing	Definition
1	**Prewriting**	Student is struggling with writing something on paper. Paper is full of weaknesses.
2	**Rudimentary**	Student is starting to show some strengths, but his/her writing still has more weaknesses than strengths.
3	**Developing**	Students has an equal balance of strengths and weaknesses in his/her writing.
4	**Maturing**	Student has more strengths than weaknesses in writing, but the paper still needs a little bit of work.
5	**Finished**	Students has written a strong piece of writing that is publishable/sharable.

A copy of the scoring rubric that teachers used in evaluating papers is in *Appendix A*.

Each paper was scored by two readers. If the two readers' scores for a given trait were not within one point of each other, then that paper was read by a third scorer. For example, if the first reader gave a paper a "3" for Organization and the second reader gave the same paper a "4" for Organization, then that paper would not be scored by a third reader. However, if the second reader gave the paper a score of "5" for Organization, the paper would be scored by a third reader.

Each student received a final score for each trait by averaging the two (or three) readers' scores. The results reported below are based on the analyses of these Final Trait scores.

RESULTS

STUDENTS' LEVEL OF WRITING BY GRADE LEVEL

On pages 5-12 are bar charts that visually display the average Final Trait Scores students at each grade level received on each of the traits. The average Final Trait Scores were examined to determine the level of student writing (i.e., Prewriting, Rudimentary, Developing, Maturing, Finished).

- The average Final Trait Scores for students in grades 1-3 were below 3.00 which indicates that they are writing below the Developing stage of writing. (The developing stage of writing is defined as writing with an equal balance of strengths and weaknesses.) These students' writing is characterized by more weaknesses than strengths.

- The average Final Trait Scores for students in grades 4-8 are between 3.03 and 3.49 which indicates that these students are writing at the Developing stage of writing. These students' writing has an equal balance of strengths and weaknesses.

A clearer picture of students' level of writing can be attained by looking at the frequency distribution tables in *Appendix B*. These tables tell the percentage of students who received a given score for a particular trait.

- About 50% of the 1st graders and the 2nd graders received scores of 2.5 or less (scores of 2.5 or less reflect the rudimentary or prewriting stage of writing) on each of the traits.

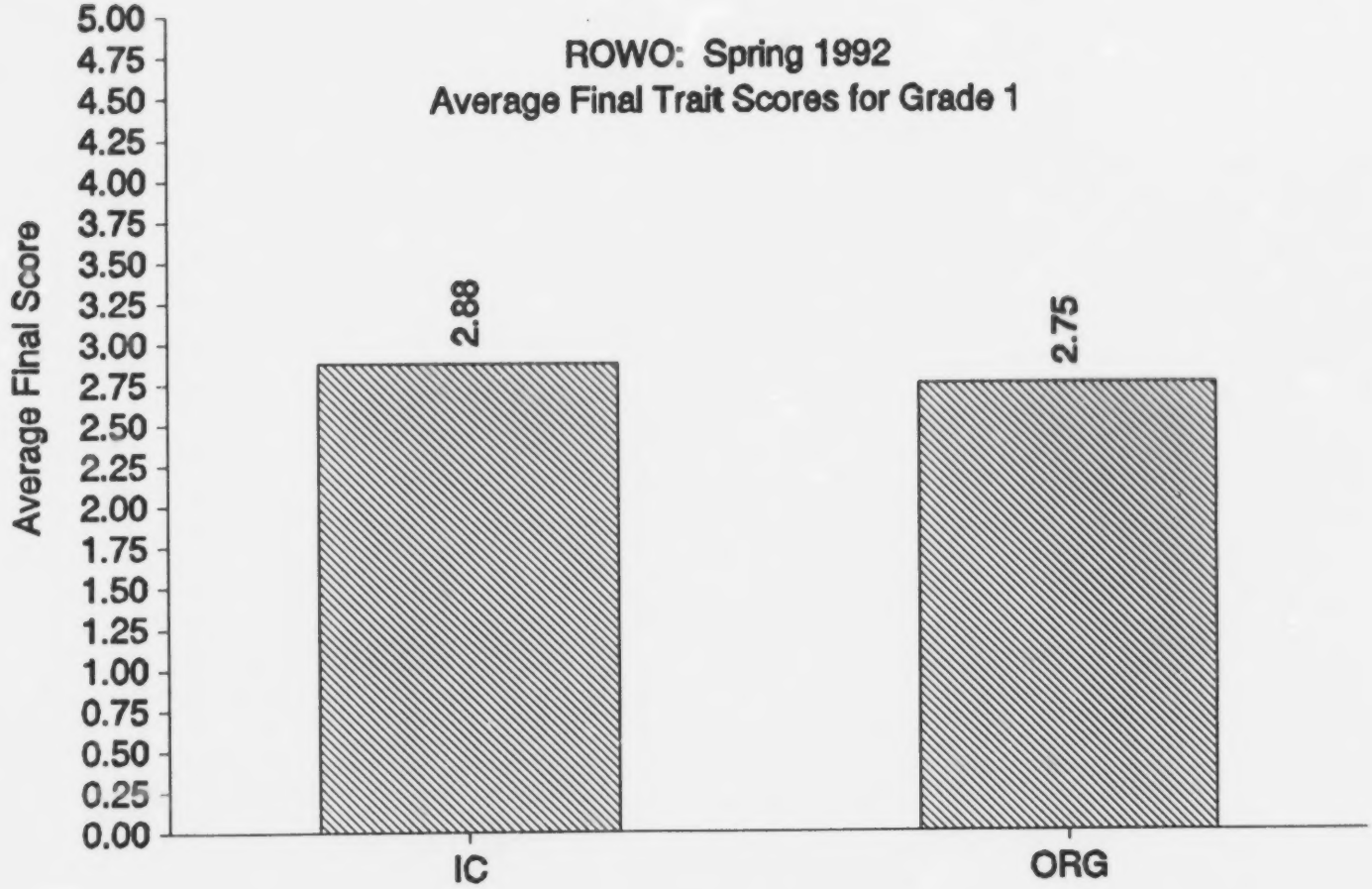
- Approximately 45% of the 3rd graders received scores of 2.5 or less on each of the traits.

- About 30% of the 4th graders and the 5th graders received scores of 2.5 or less on each of the traits.

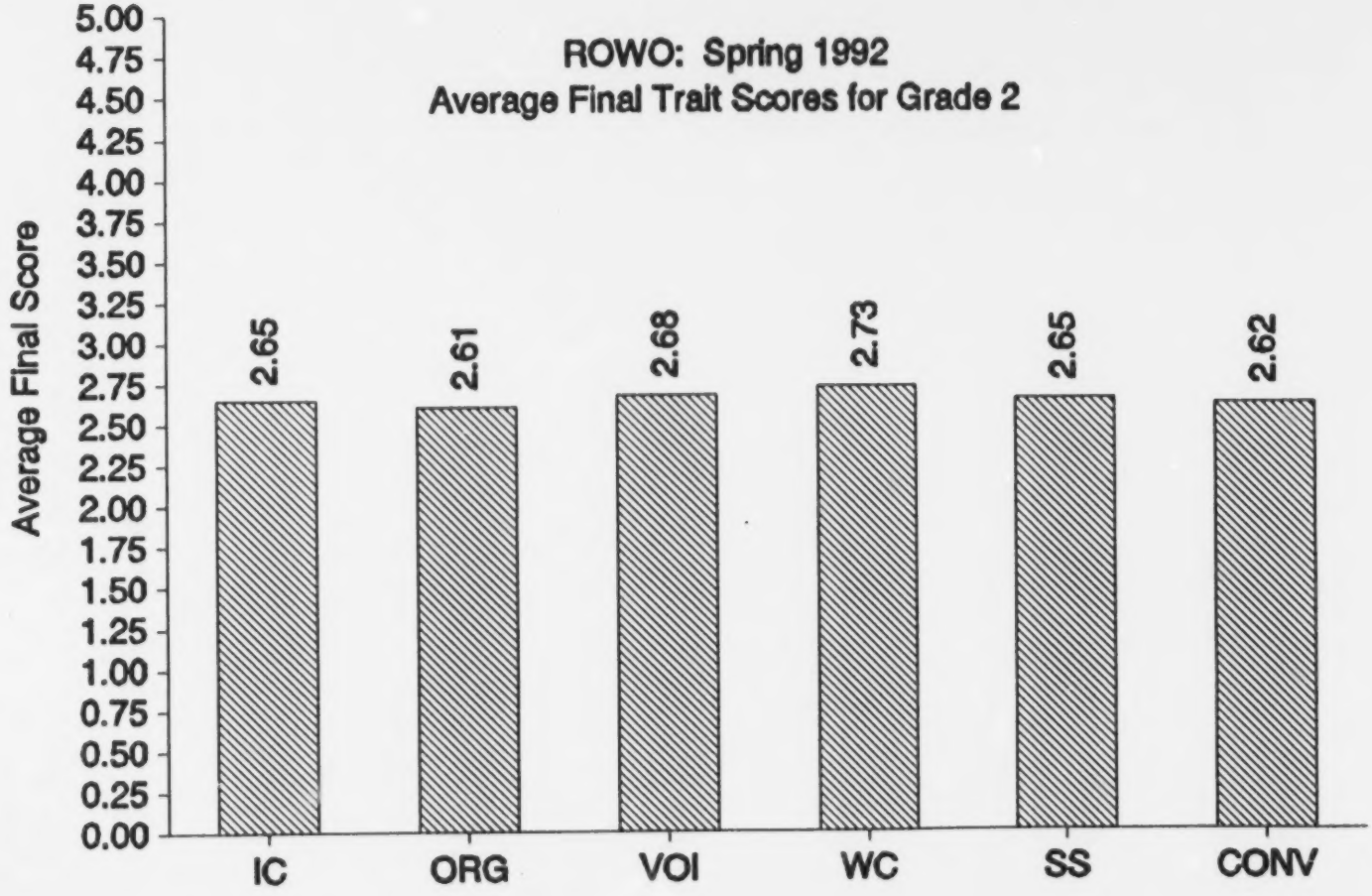
- Between 20-30% of the 6th graders and the 7th graders received scores of 2.5 or less on each of the traits.

- Less than 21% of the 8th graders received scores of 2.5 or less on each of the traits.

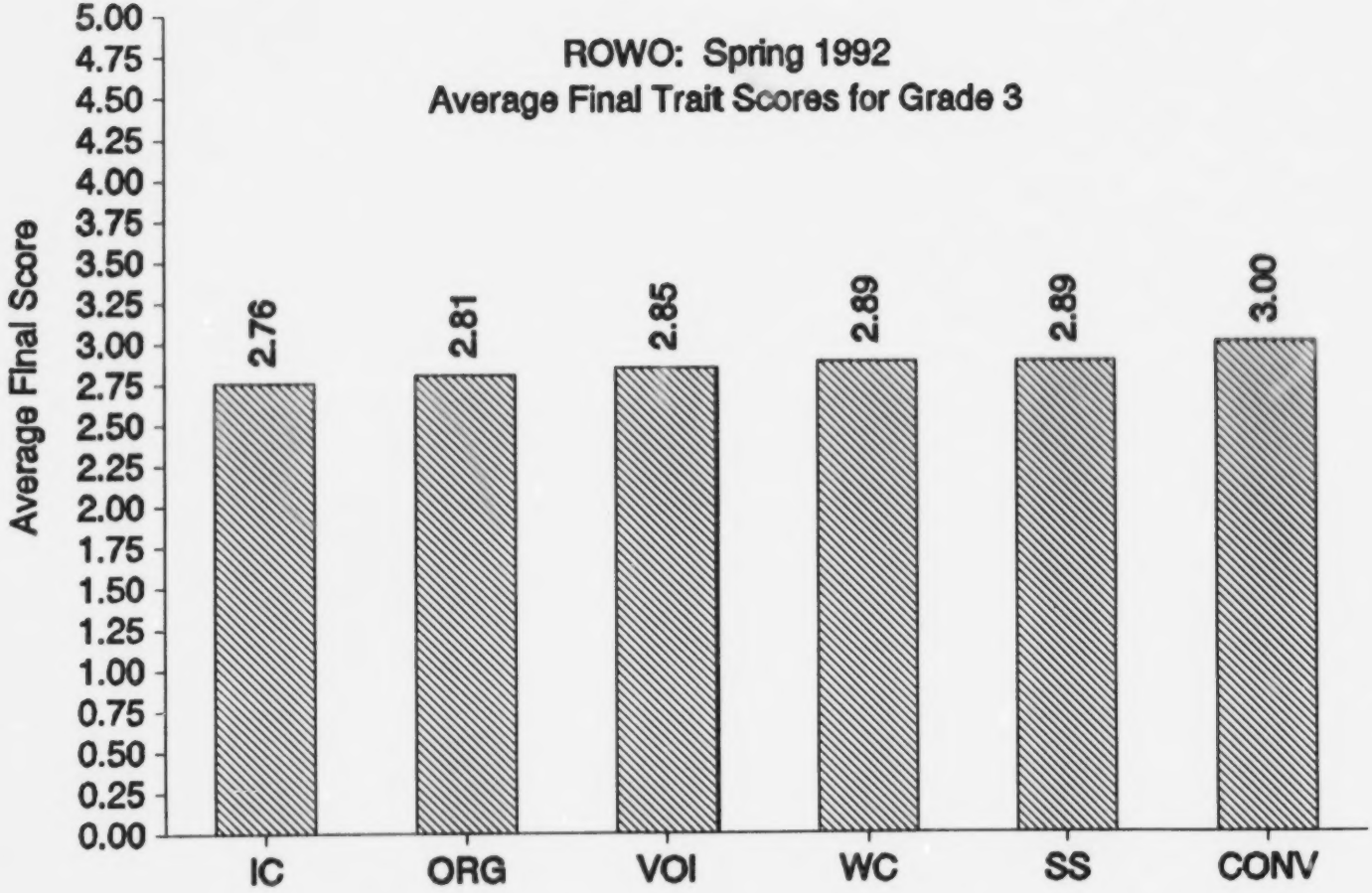
QUESTION 1: Is a score of "3" an acceptable score for students to receive in the spring? At what stage of writing should most students be scoring at in the spring?



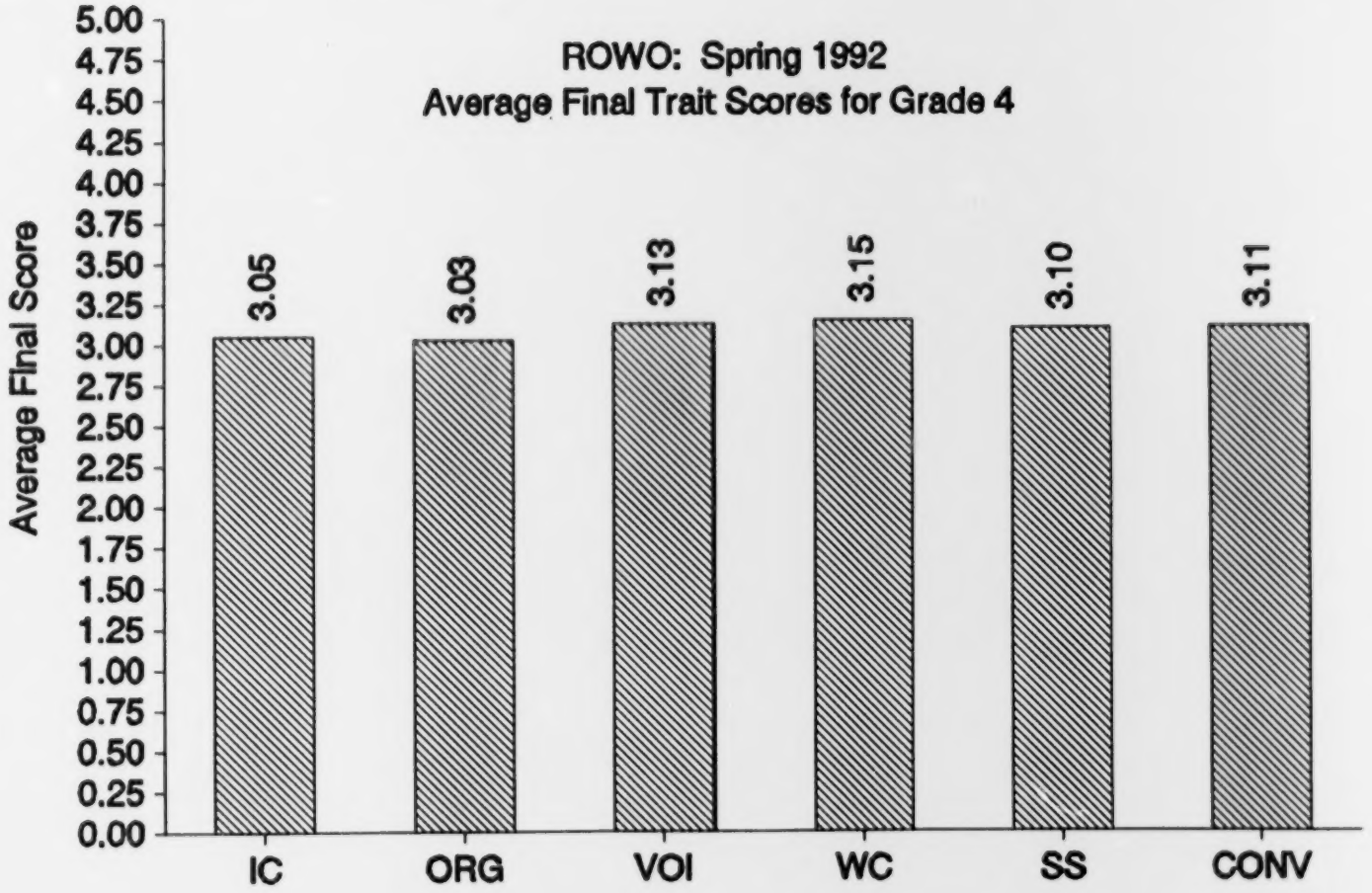
IC = Ideas & Content; ORG = Organization



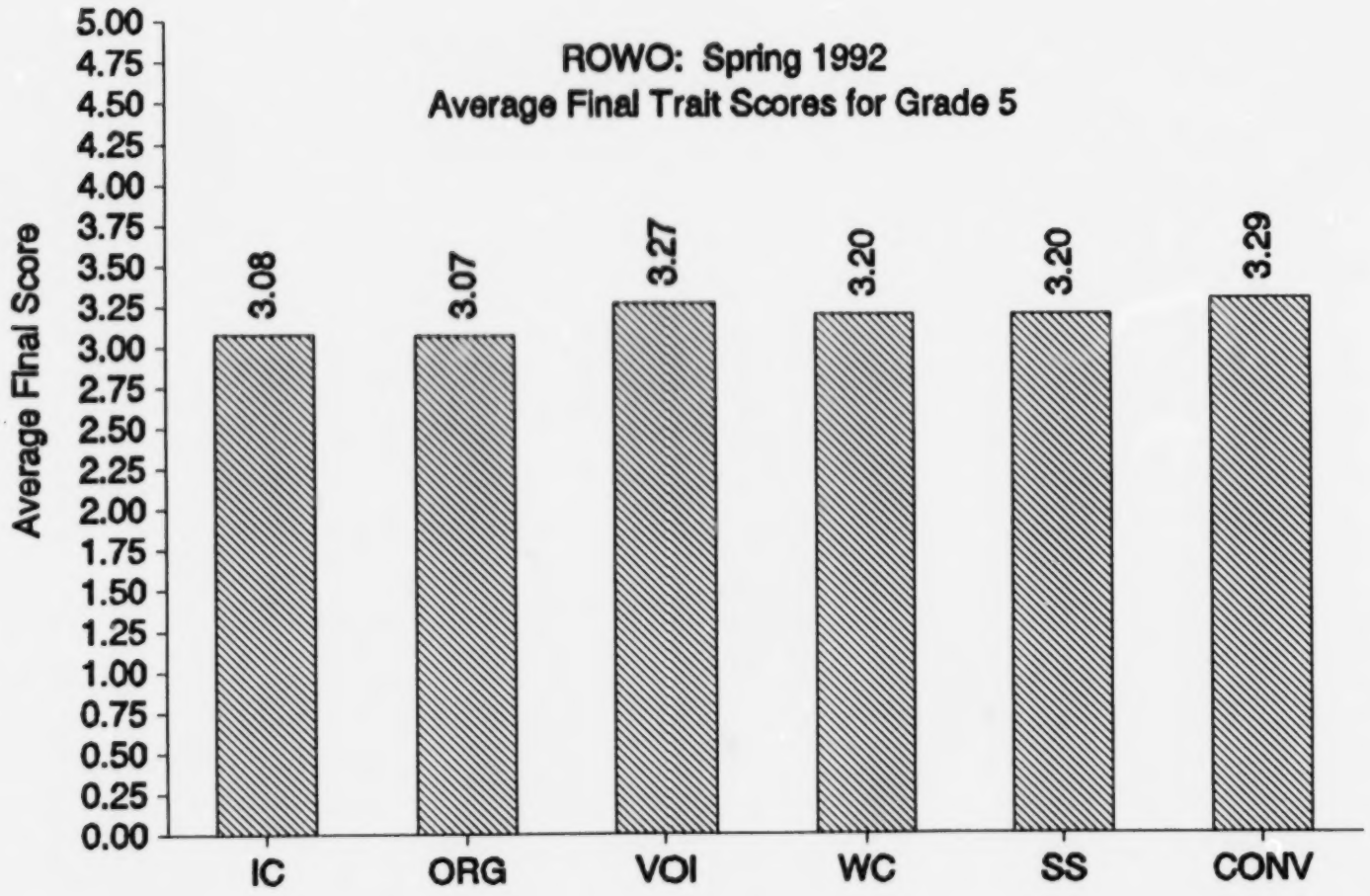
IC = Ideas & Content; ORG = Organization; VOI = Voice;
WC = Word Choice; SS = Sentence Structure; CONV = Conventions



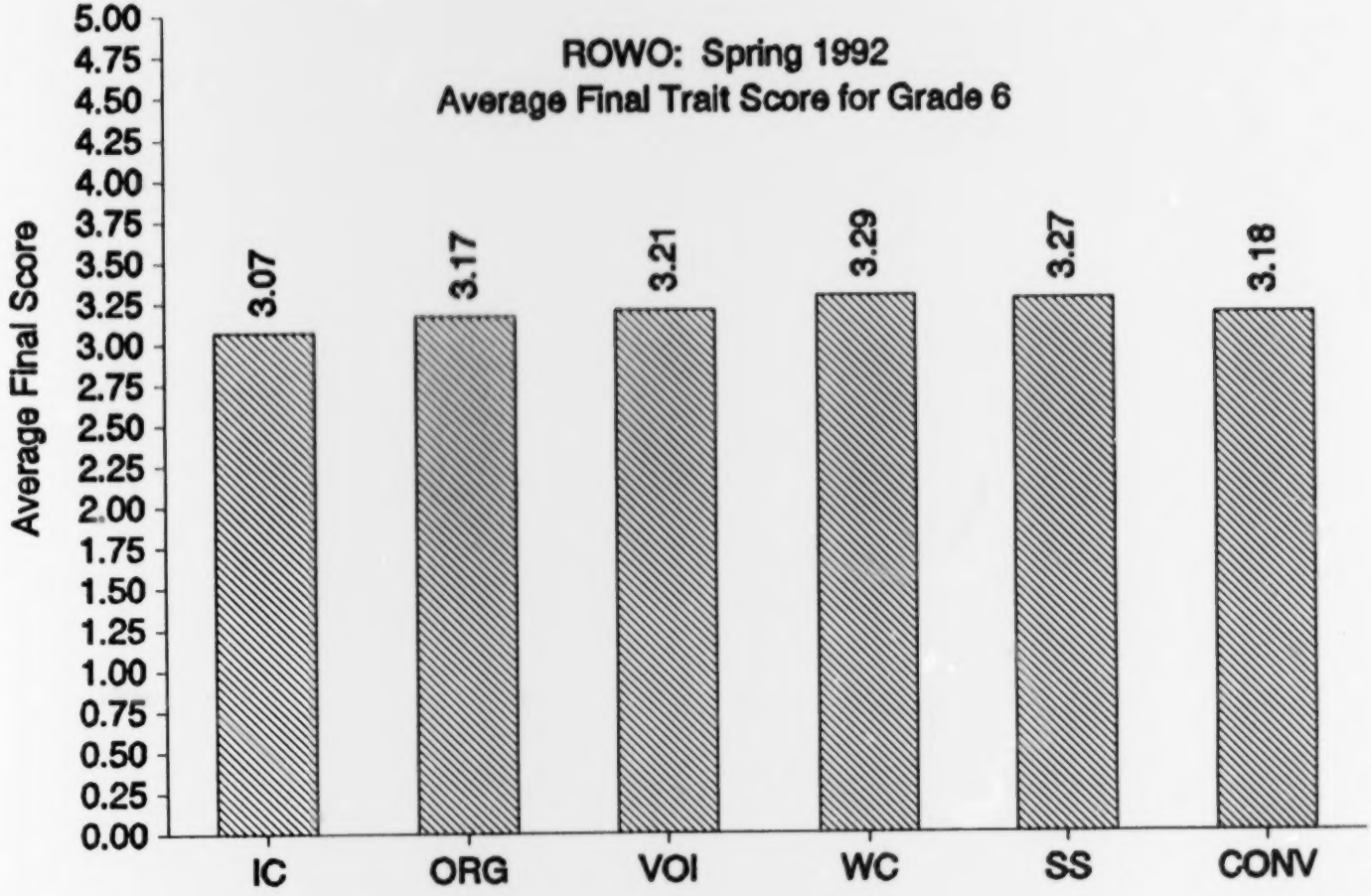
IC = Ideas & Content; ORG = Organization; VOI = Voice;
WC = Word Choice; SS = Sentence Structure; CONV = Conventions



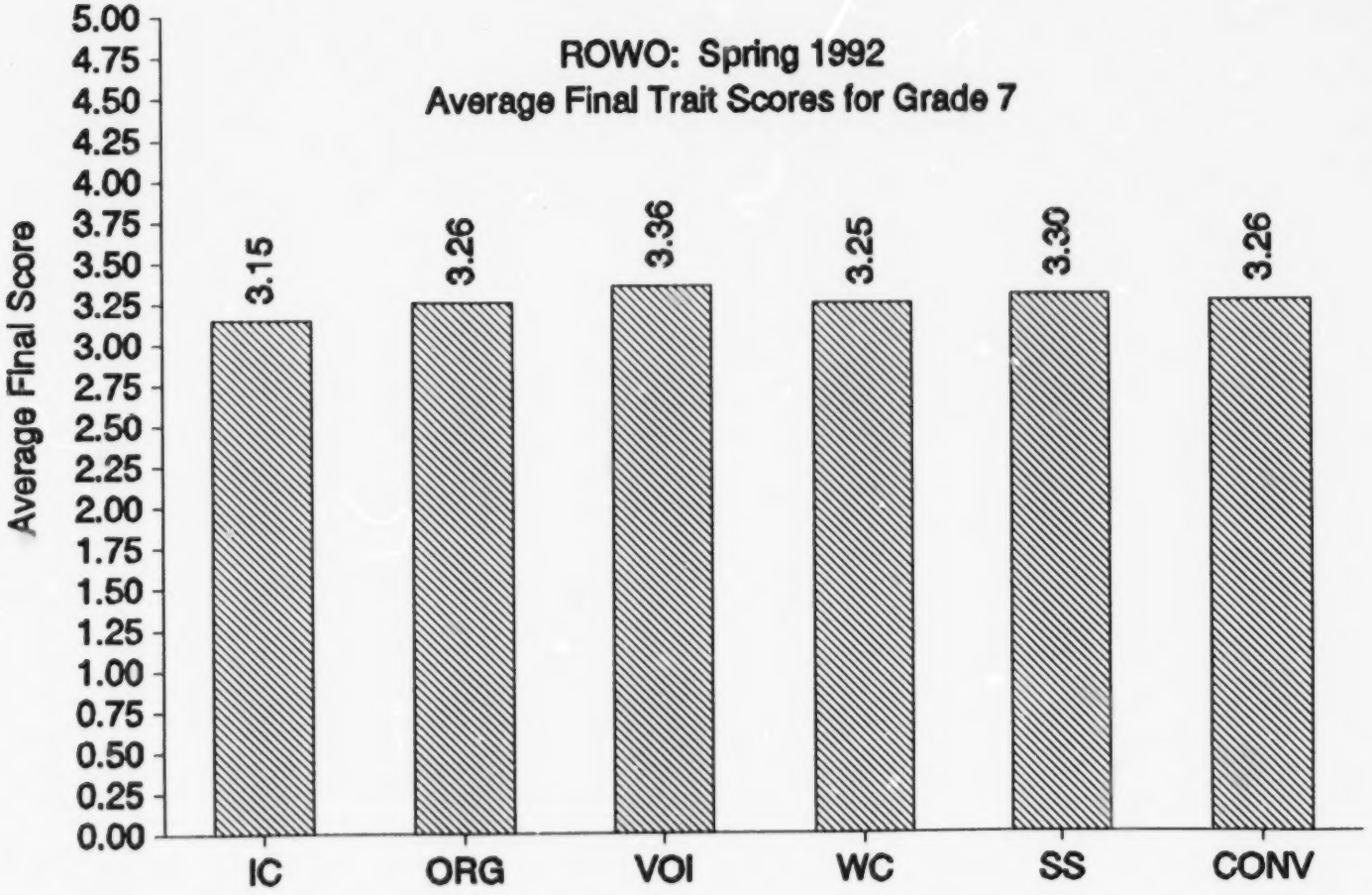
IC = Ideas & Content; ORG = Organization; VOI = Voice;
WC = Word Choice; SS = Sentence Structure; CONV = Conventions



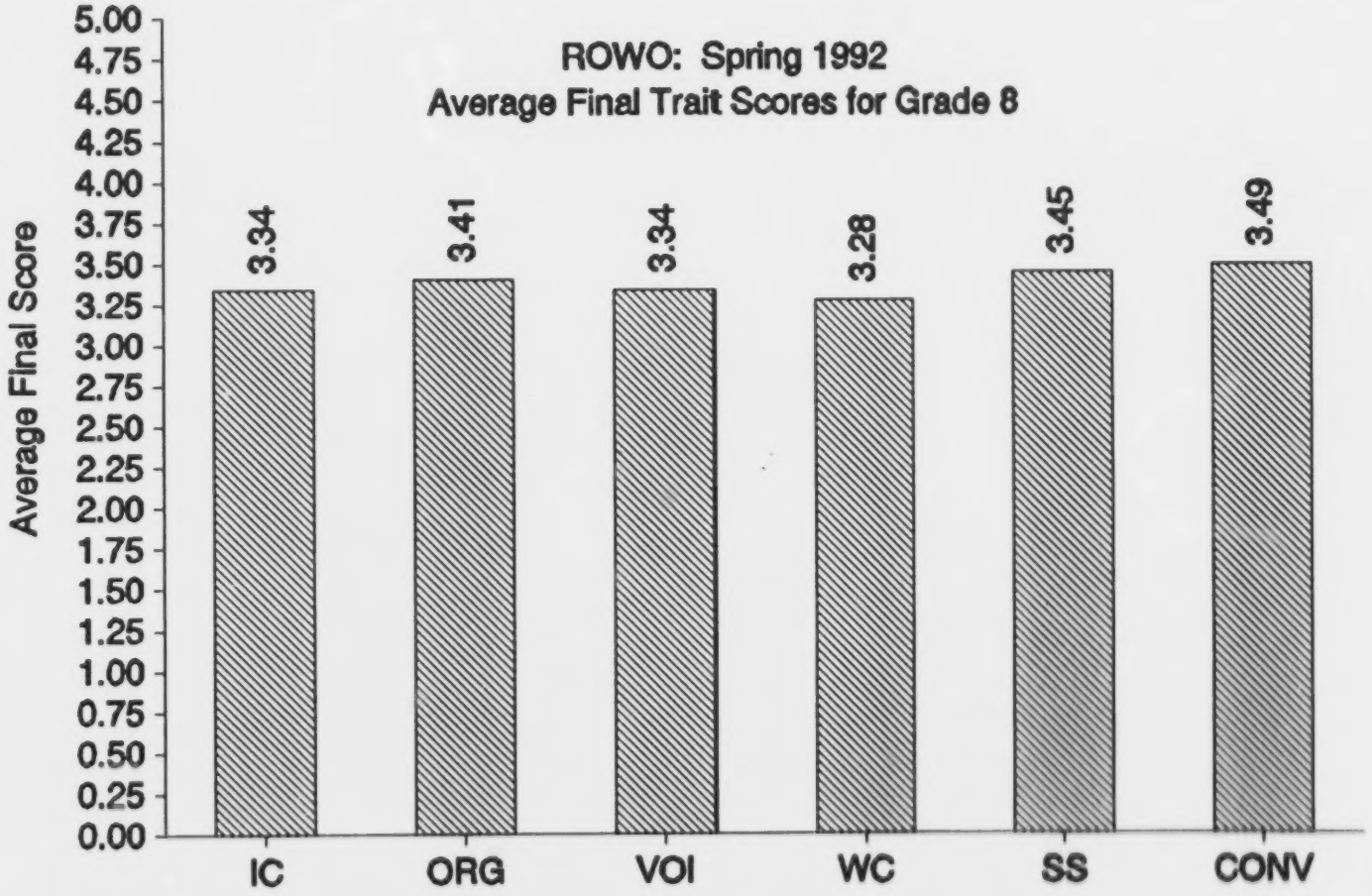
IC = Ideas & Content; ORG = Organization; VOI = Voice;
WC = Word Choice; SS = Sentence Structure; CONV = Conventions



IC = Ideas & Content; ORG = Organization; VOI = Voice;
WC = Word Choice; SS = Sentence Structure; CONV = Conventions



IC = Ideas & Content; ORG = Organization; VOI = Voice;
WC = Word Choice; SS = Sentence Structure; CONV = Conventions



IC = Ideas & Content; ORG = Organization; VOI = Voice;
WC = Word Choice; SS = Sentence Structure; CONV = Conventions

STRONGEST AND WEAKEST TRAITS BY GRADE LEVEL

For each grade level, the average Final Trait Scores were examined to determine the trait on which students scored the highest and the trait on which students scored the lowest. The strengths and weaknesses of students at each grade level are listed below. The average scores for the listed traits are also given so that one can see the absolute level of student writing on the strongest traits and on the weakest traits. In a few cases, the average score of the strongest trait is below 3.00 and/or is close in value to the average score of the weakest trait which emphasizes the point that strengths and weaknesses are relative. **In an absolute sense, one might determine that students are weak (or strong) on all traits.**

	On what trait did students receive the **HIGHEST** scores, on average?	On what trait did students receive the **LOWEST** scores, on average?
Grade 1	Ideas & Content (Avg=2.88)	Organization (2.75)
Grade 2	Word Choice (2.73)	Organization (2.61) and Conventions (2.62)
Grade 3	Conventions (3.00)	Ideas & Content (2.76) and Organization (2.81)
Grade 4	Word Choice (3.15) and Voice (3.13)	Ideas & Content (3.05) and Organization (3.03)
Grade 5	Conventions (3.29) and Voice (3.27)	Ideas & Content (3.08) and Organization (3.07)
Grade 6	Word Choice (3.29) and Sentence Struc. (3.27)	Ideas & Content (3.07)
Grade 7	Voice (3.36)	Ideas & Content (3.15)
Grade 8	Conventions (3.49) and Sentence Struc. (3.45)	Word Choice (3.28)

QUESTION 2: Why are students scoring the lowest on Ideas & Content and Organization?

DIFFERENCES IN FINAL TRAIT SCORES BY GENDER

On page 15 is a table that lists the average Final Trait Scores for male students and for female students at each grade level. These average Final Trait Scores were examined to determine if males and females scored differently on any of the traits.

- Female students scored higher than male students on all of the traits at each grade level.

- The average trait score for females was **significantly higher** than the average trait score for males in all cases except 1st graders on Organization, 3rd graders on Word Choice, and 4th graders on Ideas & Content.

QUESTION 3: Why are females scoring significantly higher than males?

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
AVERAGE SCORES (STANDARD DEVIATIONS) FOR EACH TRAIT
BY GENDER, BY GRADE LEVEL

GRADE	GENDER	IDEAS & CONTENT	ORGANI-ZATION	VOICE	WORD CHOICE	SENTENCE STRUCTURE	WRITING CONVENTIONS
1	FEMALES #=242	2.99 (.86)	2.83 (.79)	----	----	----	----
	MALES #=239	2.77 (.95)	2.68 (.85)	----	----	----	----
2	FEMALES #=201	2.81 (.80)	2.76 (.79)	2.84 (.82)	2.88 (.72)	2.80 (.82)	2.80 (.90)
	MALES #=274	2.54 (.73)	2.50 (.70)	2.56 (.82)	2.63 (.70)	2.54 (.77)	2.49 (.87)
3	FEMALES #=242	2.86 (.73)	2.93 (.75)	2.92 (.75)	2.93 (.64)	3.02 (.73)	3.12 (.77)
	MALES #=224	2.65 (.74)	2.68 (.68)	2.78 (.76)	2.85 (.65)	2.76 (.73)	2.87 (.77)
4	FEMALES #=224	3.11 (.75)	3.10 (.70)	3.20 (.69)	3.22 (.60)	3.21 (.71)	3.26 (.79)
	MALES #=225	2.99 (.67)	2.96 (.65)	3.07 (.65)	3.08 (.62)	2.98 (.73)	2.96 (.78)
5	FEMALES #=227	3.21 (.75)	3.25 (.68)	3.34 (.66)	3.27 (.56)	3.36 (.65)	3.47 (.69)
	MALES #=278	2.96 (.80)	2.93 (.75)	3.21 (.76)	3.15 (.66)	3.08 (.73)	3.15 (.78)
6	FEMALES #=212	3.16 (.77)	3.24 (.74)	3.32 (.68)	3.36 (.55)	3.41 (.65)	3.30 (.68)
	MALES #=210	2.97 (.78)	3.09 (.72)	3.09 (.64)	3.22 (.52)	3.13 (.65)	3.06 (.71)
7	FEMALES #=179	3.24 (.77)	3.38 (.70)	3.44 (.59)	3.32 (.51)	3.41 (.66)	3.43 (.76)
	MALES #=221	3.07 (.80)	3.15 (.74)	3.28 (.60)	3.19 (.50)	3.21 (.72)	3.12 (.72)
8	FEMALES #=192	3.51 (.69)	3.60 (.66)	3.44 (.59)	3.41 (.57)	3.58 (.64)	3.69 (.72)
	MALES #=152	3.10 (.86)	3.17 (.75)	3.21 (.66)	3.13 (.56)	3.29 (.71)	3.22 (.79)

DIFFERENCES IN FINAL TRAIT SCORES BY ETHNIC GROUP

On pages 17 and 18 is a table that lists the average Final Trait Scores for each grade level by ethnic group. These average Final Trait Scores were examined to determine if ethnic groups scored differently on any of the traits.

- In examining average scores by ethnic group, no real clear pattern emerged across all grade levels (e.g., at grades 4 and 5, Asian and white students tended to score higher than black and Hispanic students, but at grade 6, Asians and Hispanics tended to score higher than white students, who in turn scored higher than black students).

- Significant differences among ethnic groups were found for the following:

	Whites scored significantly higher		**Asians scored significantly higher**	
	than Blacks on	**than Hispanics on**	**than Blacks on**	**than Hispanics on**
Grade 1	---	---	---	---
Grade 2	---	---	---	---
Grade 3	IC, ORG, VOI, WC SS, CONV	---	---	---
Grade 4	---	ORG, VOI, WC, SS, CONV	IC, VOI	ORG, VOI, SS, CONV
Grade 5	SS, CONV	---	CONV	---
Grade 6	SS	---	SS	---
Grade 7	---	---	---	---
Grade 8	---	---	---	---

(IC = Ideas & Content; ORG = Organization; VOI = Voice; WC = Word Choice; SS = Sentence Structure; CONV = Conventions)

- Although last fall significant differences in scores existed between white students and black students in 7th and 8th grades, in the spring, no significant differences were present. In most cases whites' and Asians' scores are still higher than blacks' and Hispanics' scores - these differences are just no longer significant. In several cases, blacks and Hispanics made larger gains in scores from fall to spring than whites did, narrowing the gap between black and Hispanic scores and white scores so that the differences are no longer statistically significant (but the gap might still be larger than desired).

QUESTION 4: Why are black students and Hispanic students scoring lower than white students and Asian students?

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
AVERAGE SCORES (STANDARD DEVIATIONS) FOR EACH TRAIT
BY ETHNIC GROUP, BY GRADE LEVEL

GRADE	ETHNIC	IDEAS & CONTENT	ORGANI-ZATION	VOICE	WORD CHOICE	SENTENCE STRUCTURE	WRITING CONVENTIONS
1	ASIAN #=12	2.75 (.92)	2.67 (.81)	----	----	----	----
	BLACK #=23	2.55 (1.05)	2.39 (.91)	----	----	----	----
	WHITE #=420	2.90 (.91)	2.78 (.82)	----	----	----	----
	HISPANIC #=25	2.84 (.81)	2.68 (.66)	----	----	----	----
2	ASIAN #=16	2.66 (.70)	2.66 (.68)	2.66 (.75)	2.81 (.57)	2.66 (.70)	2.66 (.63)
	BLACK #=15	2.29 (.58)	2.20 (.53)	2.27 (.62)	2.37 (.64)	2.27 (.73)	2.27 (.73)
	WHITE #=432	2.66 (.78)	2.62 (.75)	2.70 (.84)	2.74 (.73)	2.66 (.81)	2.64 (.91)
	HISPANIC #=12	2.63 (.71)	2.63 (.86)	2.50 (.85)	2.75 (.66)	2.63 (.77)	2.46 (.96)
3	ASIAN #=11	2.64 (.78)	2.68 (.81)	2.55 (.76)	2.68 (.56)	3.00 (.89)	3.09 (.83)
	BLACK #=33	2.44 (.82)	2.39 (.75)	2.45 (.74)	2.52 (.66)	2.47 (.87)	2.48 (.78)
	WHITE #=408	2.80 (.73)	2.86 (.71)	2.90 (.76)	2.94 (.64)	2.93 (.72)	3.04 (.77)
	HISPANIC #=13	2.50 (.71)	2.38 (.65)	2.77 (.44)	2.65 (.52)	2.69 (.56)	3.00 (.68)
4	ASIAN #=13	3.42 (.93)	3.19 (.78)	3.50 (.77)	3.27 (.73)	3.35 (.80)	3.42 (.93)
	BLACK #=20	2.65 (.80)	2.80 (.75)	2.88 (.56)	2.90 (.64)	2.85 (.75)	2.70 (.78)
	WHITE #=399	3.07 (.70)	3.06 (.66)	3.16 (.66)	3.18 (.60)	3.13 (.71)	3.15 (.78)
	HISPANIC #=17	2.76 (.66)	2.50 (.61)	2.68 (.73)	2.71 (.71)	2.56 (.83)	2.50 (.94)

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
AVERAGE SCORES (STANDARD DEVIATIONS) FOR EACH TRAIT
BY ETHNIC GROUP, BY GRADE LEVEL

GRADE	ETHNIC	IDEAS & CONTENT	ORGANI-ZATION	VOICE	WORD CHOICE	SENTENCE STRUCTURE	WRITING CONVENTIONS
5	ASIAN #=20	2.98 (.85)	3.08 (.82)	3.10 (.60)	3.03 (.60)	3.30 (.82)	3.53 (.82)
	BLACK #=25	2.76 (.75)	2.80 (.74)	3.02 (.80)	2.92 (.51)	2.82 (.66)	2.80 (.72)
	WHITE #=441	3.10 (.79)	3.10 (.74)	3.30 (.73)	3.23 (.63)	3.22 (.71)	3.31 (.75)
	HISPANIC #=19	2.95 (.62)	2.92 (.58)	3.08 (.56)	3.13 (.47)	3.21 (.56)	3.16 (.76)
6	ASIAN #=18	3.28 (.75)	3.36 (.64)	3.19 (.69)	3.42 (.58)	3.47 (.72)	3.47 (.74)
	BLACK #=19	2.81 (.67)	3.10 (.77)	3.08 (.82)	3.16 (.76)	2.97 (.74)	2.97 (.81)
	WHITE #=369	3.06 (.79)	3.15 (.75)	3.21 (.66)	3.29 (.53)	3.28 (.66)	3.17 (.70)
	HISPANIC #=16	3.22 (.71)	3.41 (.49)	3.38 (.62)	3.31 (.48)	3.34 (.51)	3.31 (.54)
7	ASIAN #=17	3.34 (.83)	3.26 (.97)	3.38 (.78)	3.26 (.75)	3.38 (.91)	3.59 (.81)
	BLACK #=22	3.03 (.88)	2.98 (.87)	3.45 (.69)	3.36 (.52)	3.19 (.51)	3.16 (.59)
	WHITE #=341	3.15 (.79)	3.28 (.71)	3.36 (.60)	3.25 (.50)	3.32 (.69)	3.26 (.75)
	HISPANIC #=19	3.05 (.71)	3.21 (.58)	3.26 (.42)	3.24 (.45)	3.16 (.58)	3.16 (.83)
8	ASIAN #=13	3.71 (.58)	3.73 (.70)	3.46 (.90)	3.54 (.69)	3.73 (.75)	3.69 (.88)
	BLACK #=21	3.00 (.73)	2.98 (.80)	3.17 (.60)	3.02 (.56)	3.19 (.80)	3.26 (.93)
	WHITE #=305	3.36 (.79)	3.44 (.72)	3.36 (.61)	3.29 (.57)	3.46 (.67)	3.50 (.77)
	HISPANIC #=5 *	----	----	----	----	----	----

* Too few students to report average scores.

IMPROVEMENT IN WRITING BASED ON A COMPARISON OF FALL AND SPRING AVERAGE SCORES

The average Final Trait Scores based on the fall papers were compared to the average Final Trait Scores based on the spring papers to determine if students' scores improved from the fall to spring. (Only those students who received scores in both the fall and spring were included in this analysis.) Bar charts showing a visual picture of the comparison between fall and spring average Final Trait Scores for each grade level are on pages 21-28.

- Students in all grades, on all traits, **significantly improved** their scores from fall to spring.

- The traits on which students improved the most and the traits on which students improved the least are listed below. The percentage of students at each grade level who improved their scores is also listed so that one can see how many students improved on the "most-improved" trait and how many students improved on the "least-improved" trait.

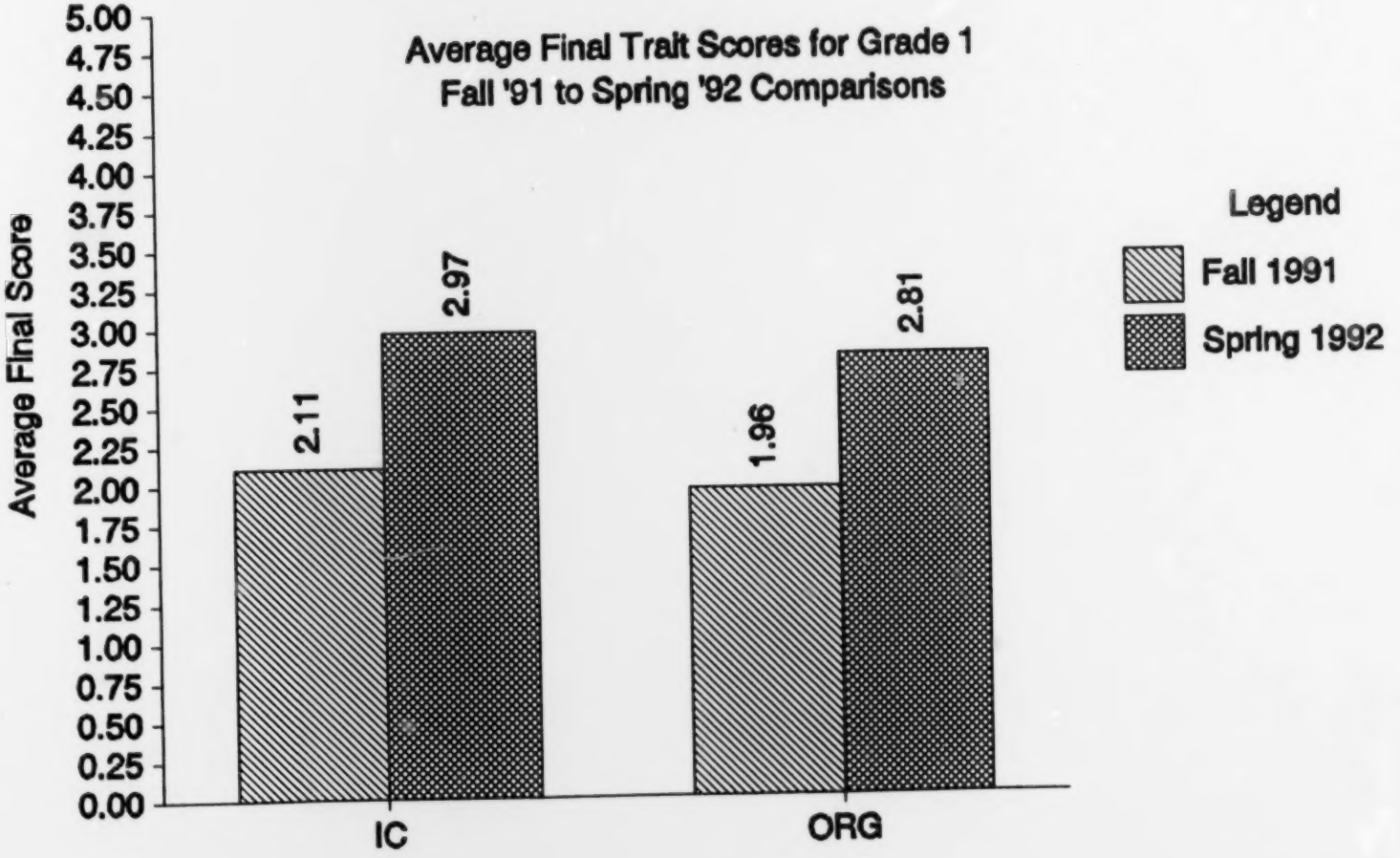
	On what trait did students improve their scores the **most**, on average, from fall to spring?	On what trait did students improve their scores the **least**, on average, from fall to spring?
Grade 1 (n=400) (% who improved their scores on this trait)	Ideas & Content (72%) and Organization (73%)	---
Grade 2 (n=447)	Conventions (68%)	Ideas & Content (57%)
Grade 3 (n=430)	Conventions (68%)	Ideas & Content (23%)
Grade 4 (n=424)	Conventions (65%)	Ideas & Content (51%)
Grade 5 (n=470)	Conventions (61%)	Ideas & Content (54%) and Word Choice (56%)
Grade 6 (n=379)	Organization (56%)	Ideas & Content (46%) and Voice (49%) and Word Choice (46%)
Grade 7 (n=379)	Organization (64%) and Voice (63%)	Word Choice (51%)
Grade 8 (n=333)	Organization (67%)	Word Choice (48%)

- In general, elementary school students improved the most on Writing Conventions and improved the least on Ideas & Content. Middle school students tended to improve the most on Organization and the least on Word Choice.

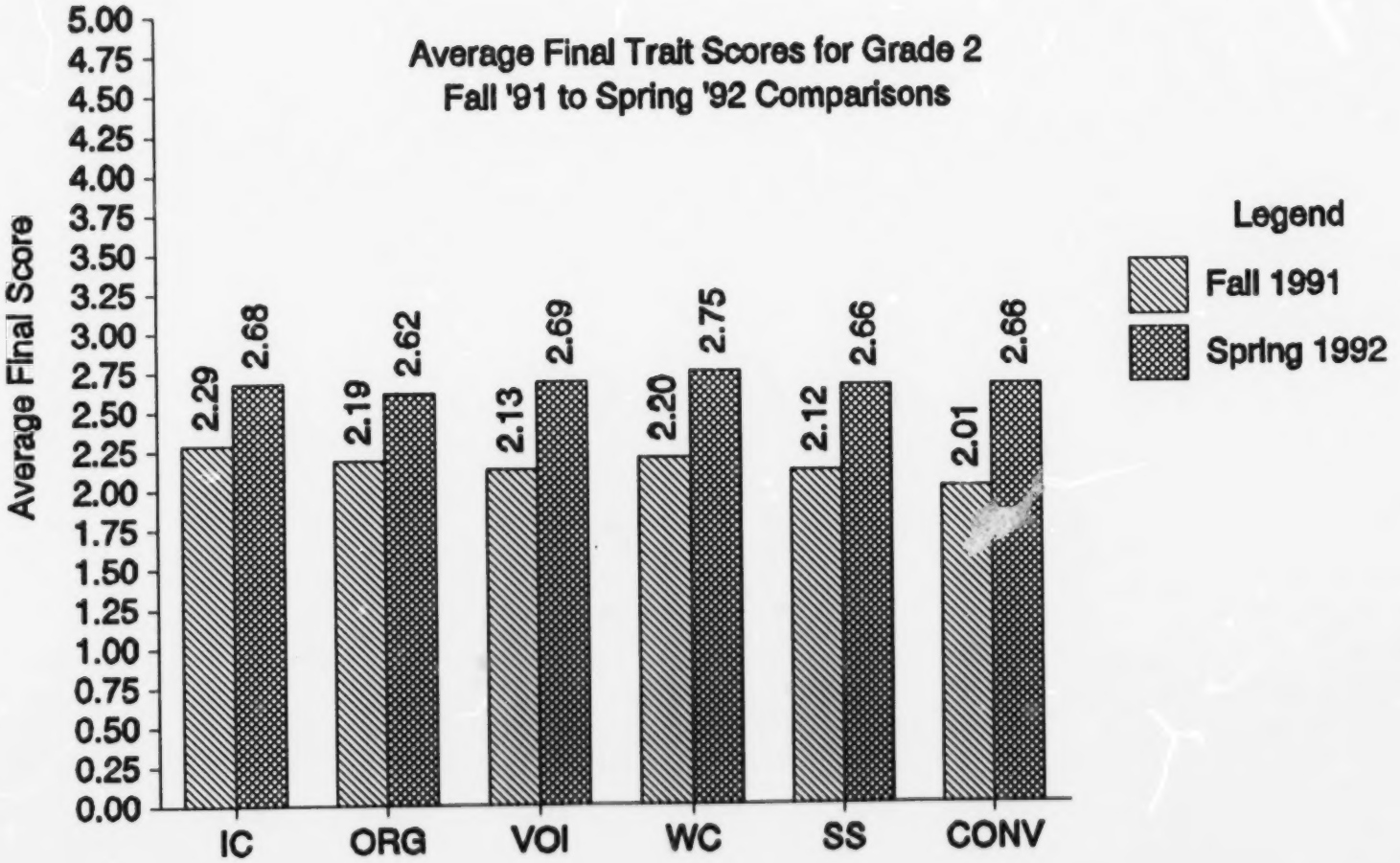
- In comparing the improvement in scores across grade levels, students in grades 1, 2, and 3 made the largest improvements in scores, on average, from fall to spring. Students in grade 6 made the smallest improvements in scores, on average, from fall to spring. Students in grade 4 made the next to the smallest improvements in scores, on average, from fall to spring.

QUESTION 5: Why are grades 2-5 students making the least improvement in Ideas & Content; why are grades 6-8 students making the least improvement in Word Choice?

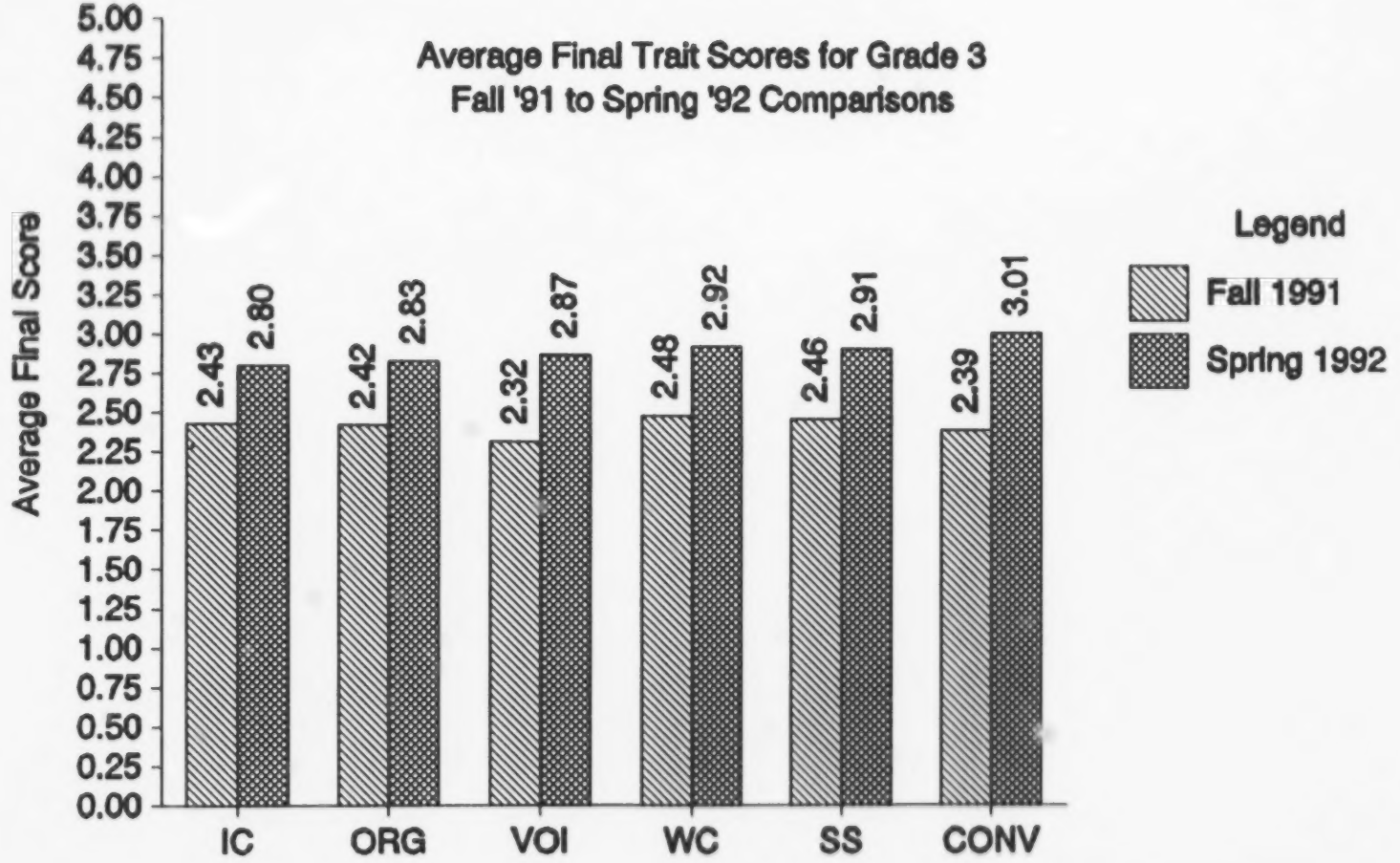
QUESTION 6: Why did 6th graders make much smaller gains in scores compared to students at other grade levels?



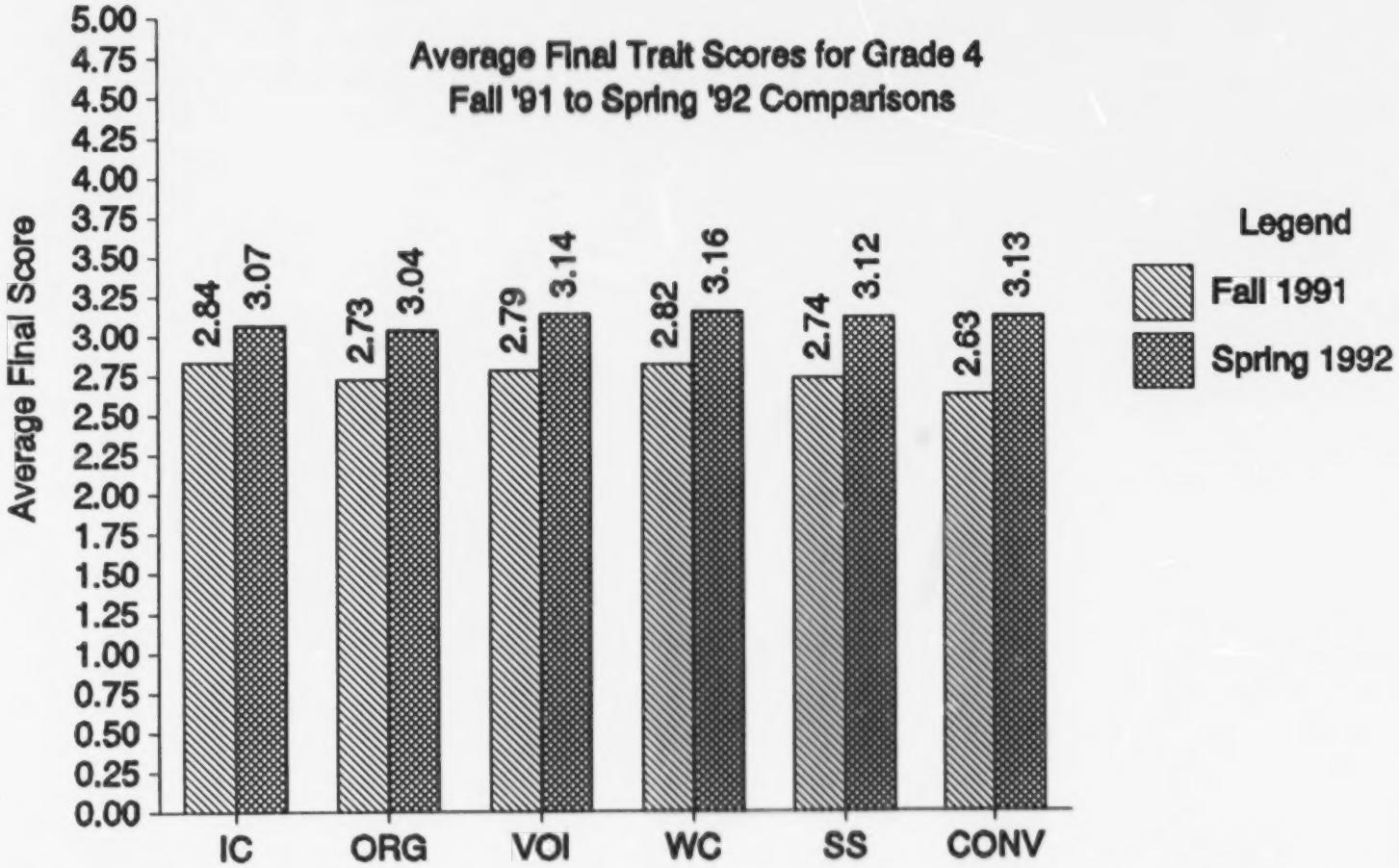
IC = Ideas & Content; ORG = Organization



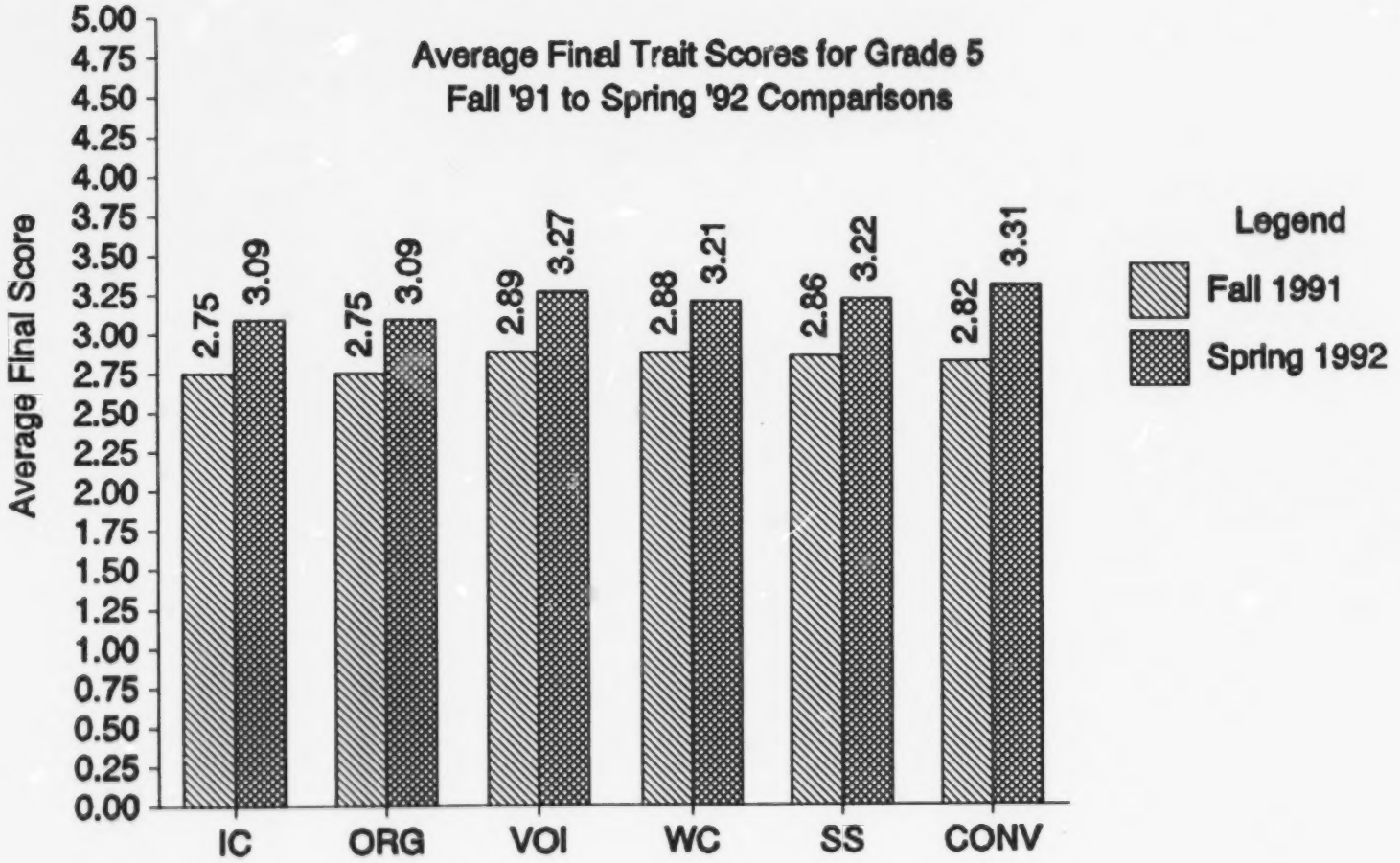
IC = Ideas & Content; ORG = Organization; VOI = Voice;
WC = Word Choice; SS = Sentence Structure; CONV = Conventions



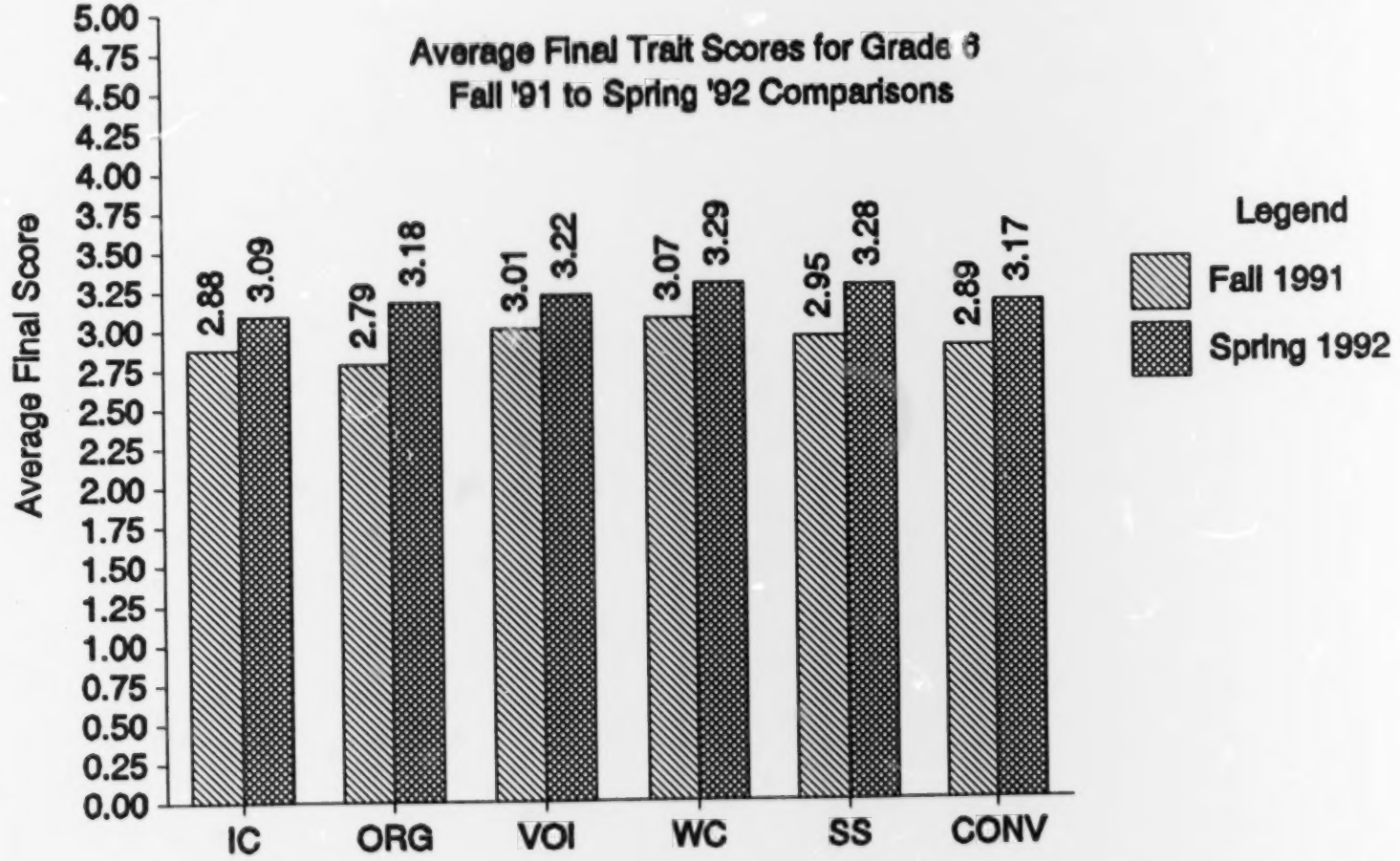
IC = Ideas & Content; ORG = Organization; VOI = Voice;
WC = Word Choice; SS = Sentence Structure; CONV = Conventions



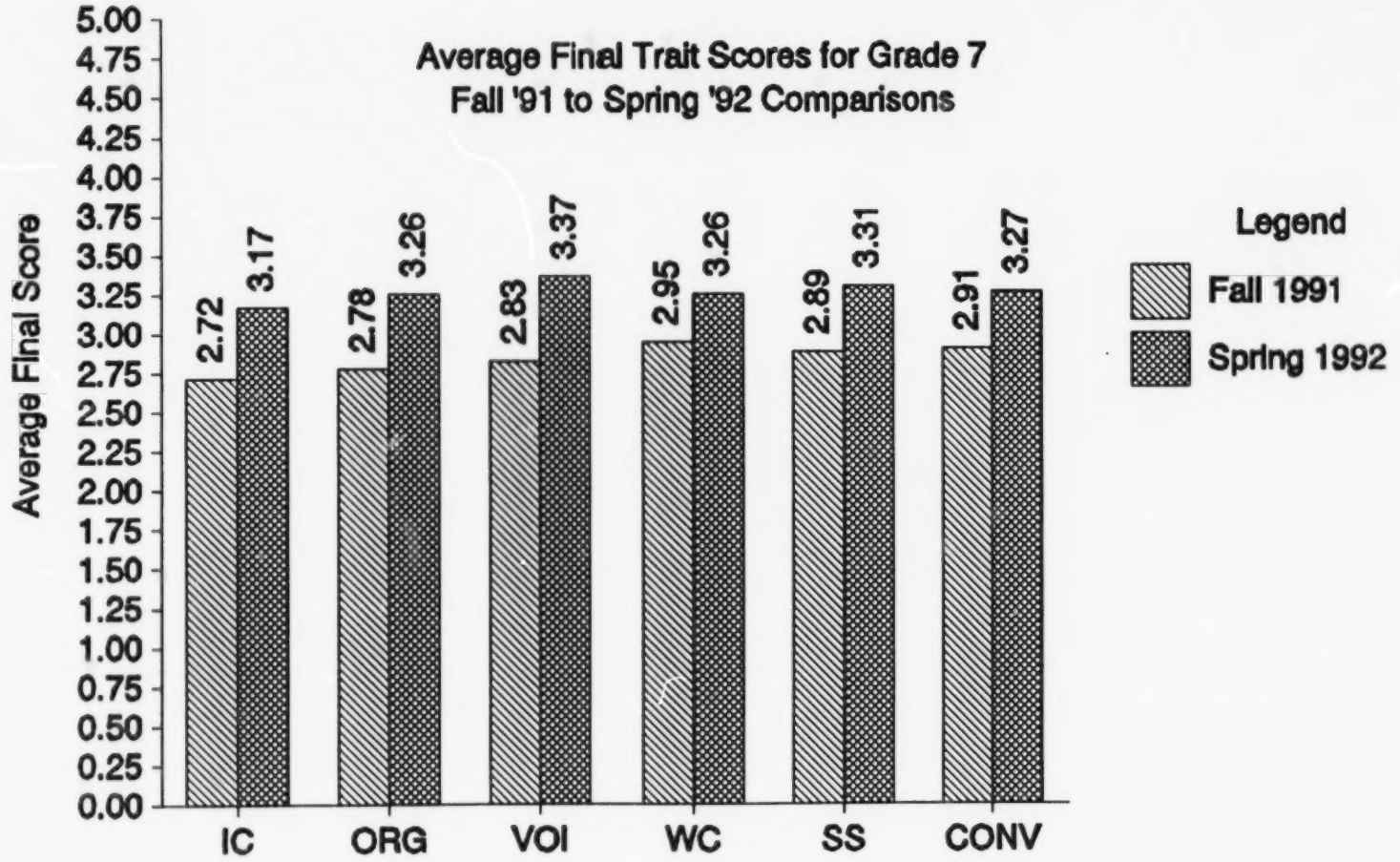
IC = Ideas & Content; ORG = Organization; VOI = Voice;
WC = Word Choice; SS = Sentence Structure; CONV = Conventions



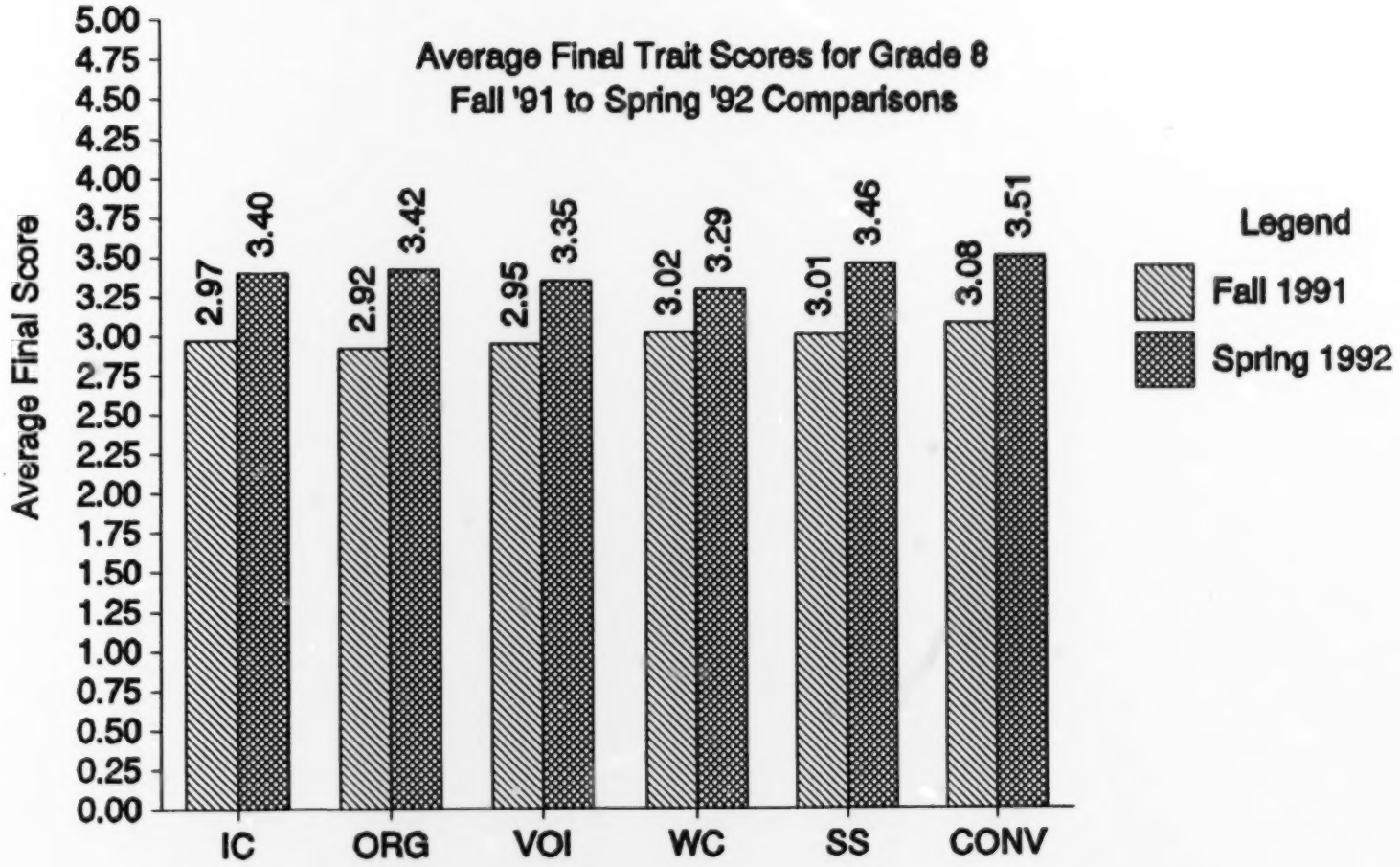
IC = Ideas & Content; ORG = Organization; VOI = Voice;
WC = Word Choice; SS = Sentence Structure; CONV = Conventions



IC = Ideas & Content; ORG = Organization; VOI = Voice;
WC = Word Choice; SS = Sentence Structure; CONV = Conventions



IC = Ideas & Content; ORG = Organization; VOI = Voice;
WC = Word Choice; SS = Sentence Structure; CONV = Conventions



IC = Ideas & Content; ORG = Organization; VOI = Voice;
WC = Word Choice; SS = Sentence Structure; CONV = Conventions

DIFFERENCES IN SCORES BASED ON RESPONSES TO STUDENT SELF-EVALUATION CHECKLIST ITEMS

After students finished the final draft of their paper, they completed a self-evaluation checklist. Students in grades 1 and 2 completed a 14-item checklist. Questions included "I read my story aloud to a friend," "My story has a middle," "I changed my story to make it better," and "I like the story that I wrote." Third through eighth grade students completed a 15-item checklist that included the questions "I used a peer conference/author chair to get feedback on my draft," "I knew how my writing was to be evaluated," "I took time to edit my own paper," and "I like the paper I wrote for this assignment." Students were to respond "yes" or "no" to each question.

Appendix C lists the percentage of 1st and 2nd grade students who checked "yes" and the percentage who checked "no" to each question.

- More than 90% of the 1st and 2nd graders indicated that (1) their story had a beginning, (2) their story had a middle, (3) their story had an ending, and (4) they liked the story they wrote.

- Approximately 90% of the 2nd graders and 70% of the 1st graders stated that (1) their sentences had end marks, (2) their sentences began with a capital letter, and (3) they capitalized the names of people and places.

- More than 50% of the 1st and 2nd graders indicated that they (1) had a conference with their teacher and (2) read their story aloud to a friend.

- More than 50% of the 2nd graders compared to less than 50% of the 1st graders checked that they (1) changed their story to make it better and (2) corrected all spelling errors. More than 50% of the 1st graders compared to less than 50% of the 2nd graders stated that the story helped them to get ideas for their writing.

- Less than 50% of the 1st and 2nd graders indicated that (1) they drew a picture to help them start their story and (2) a friend asked them questions about their story.

Appendix D lists the percentage of students in grades three through eight who checked "yes" and the percentage who checked "no" to each question.

- More than 90% of the 3rd-8th graders indicated that they (1) had a clear understanding of what they were to write about, (2) put strong effort into the writing assignment, and (3) liked the paper they wrote for the assignment.

- Between 50%-90% stated that they (1) knew how their writing was to be evaluated, (2) revised their draft to change organization (3) revised their draft to change language, (4) took time to edit their own paper, (5) used the activities related to the literature to help them focus their story, (6) used a prewriting activity of their own, (7) used a peer conference to get feedback on their draft, (8) received feedback from conference partners which helped them see their draft in a new way, (9) revised their paper to change ideas, and (10) took time to edit for writing conventions with another student.

- Approximately 50% of the 3rd-5th graders indicated that they conferred with their teacher while writing their story, whereas approximately one-third of 6th-8th graders did so. More than 60% of the 3rd and 4th graders checked that they read their draft aloud in a peer conference compared to approximately 50% of the 5th and 6th graders, 32% of the 7th graders, and 43% of the 8th graders.

The average Final Trait Scores of students who checked "yes" to a given checklist item were compared to the average Final Trait Scores of students who checked "no" to that item to determine if certain activities were associated with higher trait scores. *Appendix E* lists the average scores for the yes-respondents and for the no-respondents and indicates which items were significantly related to which trait scores.

- In grades 1 and 2, those activities that were significantly related to students' scores had to do with organization (i.e., my story has a middle; my story has an ending) and with conventions (i.e., my sentences have end marks; my sentences begin with a capital letter; I've capitalized the names of people and places). Because students who checked "no" to these items scored significantly lower than students who checked "yes" to these items, it appears that students are able to accurately assess their own work in terms of whether any organization and appropriate writing conventions are present.

- In grades 3, 5, 6, 7, and 8, those activities that were significantly related to higher scores had to do with knowing how one's writing was to be evaluated, putting strong effort into the writing assessment, liking the paper one wrote for the assessment, revising language, and editing one's own paper. Having a clear understanding of what one was to write about is also important for 7th graders.

- For 4th graders, those activities that were significantly related to higher scores had to do with having a clear understanding of what one was to write about, knowing how one's writing was to be evaluated, and putting strong effort into the writing assessment.

QUESTION 7: Why were certain activities (e.g., knowing how one's writing was to be evaluated) associated with significantly higher scores and why were other activities (e.g., having a conference with the teacher, having a conference with peers) <u>not</u> associated with significantly higher scores?

DIFFERENCES IN SCORES AS A FUNCTION OF REVISING OR STARTING OVER ONE'S PAPER

In the spring, students had the option of either revising the paper they had written in the fall or starting over. Average Final Trait Scores of these two groups of students (those who revised vs. those who started over) were examined to determine if one writing method resulted in higher scores than the other method.

- Out of those students who indicated whether they revised or started over, 24% of them revised their fall paper and 74% of them started over for their spring paper.

- If students' level of performance in the fall is taken into account, students' spring scores are not influenced by whether they revise their fall paper or whether they start over for their spring paper; i.e., no significant differences in trait scores existed between students who revised their fall papers and students who started over for their spring papers.

QUESTION 8: Does this lack of a difference between scores of revised papers and scores of "started over" papers tell us anything about students' ability to revise papers on which they have received feedback and/or about students' ability to write a paper "from scratch"?

DIFFERENCES IN SCORES AS A FUNCTION OF PROMPT

At each grade level, except grade 1, students were allowed to chose on which of two prompts they wanted to write. Average Final Trait Scores of students writing on one prompt were compared to the average Final Trait Scores of students who wrote on the other prompt to determine if one prompt was "easier" or "harder" than the other.

- In the fall, several significant differences between students who wrote on Prompt A and students who wrote on Prompt B for a given grade level were noted. Specifically, 5th graders who wrote on Prompt A scored significantly higher on Ideas & Content and on Organization than 5th graders who wrote on Prompt B. Seventh graders who wrote on Prompt B scored significantly higher on Ideas & Content, on Organization, on Sentence Structure, and on Conventions than 7th graders who wrote on Prompt A. Seventh graders and 8th graders who wrote on Prompt A scored significantly higher on Voice than 7th graders and 8th graders, respectively, who wrote on Prompt B.

- In the spring, 3rd graders who wrote on Prompt A scored significantly higher on Organization, on Word Choice, and on Sentence Structure than Prompt B 3rd graders. Prompt A 5th graders scored significantly higher on Ideas & Content, on Voice, on Sentence Structure, and on Conventions than Prompt B 5th graders. Prompt A 6th graders scored significantly higher on Organization and on Word Choice than Prompt B 6th graders. Prompt A 7th graders and 8th graders scored significantly higher on Voice than Prompt B 7th graders and 8th graders, respectively.

QUESTION 9: Do students select a particular prompt based upon writing ability or does the prompt influence the eventual score?

QUESTION 10: If a student's ROWO results are linked to significant outcomes, how can these disparities in prompts be resolved so that we can ensure the prompts are equivalent and that a student is not "penalized" for writing on a certain prompt?

INTERRATER AGREEMENT

Reliability measures the degree to which scores are consistent. For subjectively-scored assessments, reliability is usually thought of in terms of interrater agreement. Interrater agreement asks "Did two scorers assign the same score to the same paper?"

For ROWO, the second scorer had to assign a score within one point of the first score for that paper to be considered reliably scored. So the "reliability" question for ROWO is "For each of the six traits, what percentage of paired scores were within one point of each other?"

- Interrater agreement was very high. Interrater agreement was in the .90s for all of the traits except Ideas & Content which had an interrater reliability coefficient of .86.

- Interrater agreement for Ideas & Content could possibly improve if scorers were given a better definition of what constitutes an off-topic paper. Of the papers that had to be third scored for Ideas & Content, 27% involved one scorer marking a paper off-topic and the other scorer not marking the paper off-topic.

QUESTION 11: Can the interrater agreement on Ideas & Content improve to the 90% agreement level or above?

ROWO VALIDITY

Validity answers the question "Does this test measure what it's supposed to measure?" For ROWO the question is "Does ROWO measure writing performance? Does ROWO measure a student's Ideas and Content skills, Organization skills, Voice skills, Word Choice skills, Sentence Structure skills, and Writing Convention skills?"

One method for examining the validity of a new test is to correlate scores on the new test with scores on an "old", already-validated test that measures the same construct as the new test. The Writing Conventions trait of ROWO measures the ability to correctly use grammar, capitalization, punctuation, and spelling. The four language subtests on the Iowa Tests of Basic Skills (ITBS) also measures the ability to correctly use grammar, capitalization, punctuation, and spelling.

Thus, we might expect some relationship between student scores on the ITBS language subtests and student scores on Writing Conventions. However, we wouldn't expect a perfect correlation because these two tests are measuring slightly different constructs. The ITBS language subtests measure a students' ability to proofread for grammar, spelling, capitalization, and punctuation errors whereas the Writing Convention trait of ROWO measures a students' ability to construct sentences that are characterized by correct grammar, spelling, capitalization, and punctuation. On the other hand, we would still expect a positive, moderate correlation because both proofreading for conventions and constructing conventionally-correct sentences are based on student knowledge of writing conventions. Therefore, by showing a moderate correlation (.35-.65) between Writing Conventions and the ITBS language subtests, we have some evidence for the validity of the Writing Conventions trait of ROWO.

In the fall, all students in grades 3-7 took the ITBS and ROWO. The Writing Convention score of grades 3-7 students, who were in the 25% Sample, were correlated with their ITBS Language Total NCE score. (NCEs, unlike percentile ranks, are normalized standard scores and as such can be used in mathematical analyses.) Results of the correlational analyses are presented below:

Grade	Correlation between Writing Convention score and ITBS Language Total NCE
3 (n=437)	.54
4 (n=425)	.60
5 (n=493)	.51
6 (n=403)	.64
7 (n=385)	.56

These correlations indicate that the Writing Conventions trait of ROWO and the language subtests of the ITBS are measuring similar constructs but not entirely overlapping constructs. Therefore, each test contributes some unique information about a student's writing ability.

QUESTION 12: How can we validate the other traits of ROWO?

APPENDICES

CHERRY CREEK SCHOOLS

Read On – Write On: A Literature-Based Writing Process Assessment 1991-1992

SCORING PROCEDURE

Each feature is rated on a five-point scale. The numbers indicate the level of the paper's development. In general, the scores may be interpreted as follows:

1-2 indicates that the feature is absent or in the "developing" stages.
3-5 signals that the feature is basically or well-developed.

Each feature is rated independently, and scores should **not** be totaled for a composite. Some items on the five-point scale may not apply to the lower grades.

IDEAS & CONTENT

5 The piece fully answers the prompt in a clear, compelling way, and holds the reader's attention all the way through.

- Writer knows the topic well, and chooses details that help make the subject clear and interesting.
- Topic is controlled and focused.
- Writing is balanced. Important ideas stand out. Details support the topic.

3 The reader can figure out what the writer is trying to say, but the piece may not fully answer the prompt or may lack depth.

- Some ideas may be clear, while others may be fuzzy or may not seem to fit.
- The writer may spend too much time on minor details and/or not enough time on main ideas.
- Extra, unneeded information may get in the way of important ideas.

1 The piece does not convey a central idea or purpose.

- Ideas are not thoughtfully explored or presented.
- Ideas seem very limited or go off in several directions.
- Topic has not been developed in a meaningful way.

ORGANIZATION

5 The organization enhances the central idea or theme. The piece is compelling and moves the reader through the text.

- Details seem to fit where they are placed; sequencing is logical and effective.
- Ideas, paragraphs, and sentences are tied together; transitions are smooth.
- An inviting beginning draws the reader in, and a satisfying conclusion leaves the reader with a sense of resolution.

3 The reader can readily follow what's being said, but the overall organization may sometimes be ineffective or too obvious.

- Beginning, middle, and ending are there, but one or two may be weak.
- Placement or relevance of some details leaves the reader occasionally confused.
- Ideas, paragraphs, and sentences are not always tied together; transitions may be awkward or missing.

1 The writing lacks direction and the ideas are out of sequence.

- Ideas, paragraphs, and sentences are not tied together or related.
- Transitions are missing.
- Weak organization distorts the main ideas.

VOICE

5 The writer speaks directly to the reader in a way that is individualistic, expressive, and engaging. Clearly, the writer is involved in the text and is aware of the audience.

- Paper is honest; written from the heart.
- Language is natural, provocative, and vigorous.
- Projected tone and voice enhance message.
- Writer's voice amuses, surprises, delights, or moves reader.

3 The writer seems sincere but is less engaging. The result is pleasant, acceptable, sometimes personable, but not compelling.

- Avoids risk and uses predictable language.
- Communicates earnestly but routinely; occasionally amuses, surprises, delights or moves reader.
- Voice may occasionally engage the reader.

1 The writer's voice lacks involvement, passion or sincerity.

- Writing is flat and lifeless, stiff or mechanical.
- Writing communicates on a functional level without moving or involving the reader.

WORD CHOICE

5 Words reflect appropriate developmental level and convey the intended message in a compelling, precise, and natural way.

- Words are specific and accurate.
- Imagery is strong.
- Powerful verbs give the writing energy.
- Expression is fresh and appealing.

3 Words convey the message but only in an ordinary way.

- Words are more general and less precise.
- Language communicates, but rarely captures the reader's imagination.
- Settles for common, clichéd words and phrases.
- May use some words inappropriately.

1 Words reflect the writer's struggle with vocabulary.

- Words are vague and flat.
- Writer may use words incorrectly.
- Words create no clear images.
- Writer may repeat words or phrases.

SENTENCE STRUCTURE

5 Sentences are consistently well formed, have varied structure, and enhance the writer's meaning.

- The sentences sound natural, not choppy or forced.
- The writer controls sentence structure. Risks, such as run-ons and fragments, are effective.
- The writing is concise (not wordy).
- Dialogue, if used, sounds natural.

3 Most sentences are well formed and understandable, but tend to be mechanical.

- The reader may have to reread sometimes to follow the meaning.
- The writer shows good control over simple sentence structure but has trouble with more complex patterns.
- The writer starts many sentences the same way.
- Run-ons or fragments, if present, may be confusing.
- The writing may be wordy.

1 Sentence flaws make this paper hard to read and understand.

- Sentences are often awkward, rambling, and/or confusing.
- Sentences are generally short and choppy.
- Writing does not follow standard syntax.
- Run-ons or fragments are distracting.

WRITING CONVENTIONS

(Grammar, Capitalization, Punctuation, Spelling, Paragraphing)

5 The writer demonstrates a good grasp of standard writing conventions, and uses them effectively to enhance readability.

- Few lapses in editing.
- Punctuation is appropriate and helps reader understand the text.
- Spelling is generally correct, even on more difficult words.
- No major errors in grammar and usage.
- Writing shows mastery in use of wide range of conventions.
- Paragraphs reinforce organizational structure.

3 Errors in writing conventions are distracting, although they do not block meaning.

- Noticeable lapses in editing.
- Terminal punctuation is almost always correct; internal punctuation may be incorrect or missing.
- Spelling is usually correct, or phonetic, on common words.
- Errors in usage do not distort meaning.
- Text may be too simple or too short to reflect mastery of conventions.
- Paragraphs sometimes run together or begin in inappropriate places.

1 Numerous errors in conventions distract reader and make text difficult to read.

- No evidence of editing.
- Writer shows limited skill in using conventions.
- Punctuation tends to be omitted or incorrect.
- Spelling errors are frequent, even on common words.
- Paragraphing may be absent. Writing may be only one paragraph or may contain a new paragraph with almost every sentence.

This scoring guide is based on one originally developed by Hillsboro School District in Beaverton, Oregon and refined by Northwest Regional Educational Laboratory.

APPENDIX B

READ-ON! WRITE-ON
DISTRICT RESULTS - SPRING 1992
PERCENTAGE OF STUDENTS WHO RECEIVED A GIVEN SCORE ON EACH TRAIT
BY GRADE LEVEL

GRADE 1 (n=481)	TRAIT	
FINAL SCORE	IDEAS & CONTENT *	ORGANI-ZATION
1.0	4.8	3.5
1.5	5.6	8.3
2.0	13.1	15.2
2.5	21.0	21.0
3.0	20.7	26.6
3.5	14.9	15.0
4.0	11.0	6.4
4.5	5.6	2.9
5.0	1.5	1.0

* 1.9% of the 1st graders received a score of "9" (off-topic) on Ideas & Content.

GRADE 2 (n=475)	TRAIT					
FINAL SCORE	IDEAS & CONTENT *	ORGANI-ZATION	VOICE	WORD CHOICE	SENTENCE STRUCTURE	WRITING CONVENTIONS
1.0	3.2	2.7	2.5	1.5	4.4	8.2
1.5	6.1	8.4	10.5	6.1	8.6	8.6
2.0	22.5	21.1	20.0	17.1	18.7	16.4
2.5	23.7	26.7	20.6	25.7	22.5	24.3
3.0	23.1	23.6	22.9	30.7	24.4	17.2
3.5	12.2	10.9	13.5	10.7	12.2	14.3
4.0	5.0	4.4	5.9	5.3	6.9	7.8
4.5	1.5	1.3	2.7	2.3	1.9	2.7
5.0	1.1	0.8	1.3	0.6	0.2	0.6

* 1.7% of the 2nd graders received a score of "9" (off-topic) on Ideas & Content.

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
PERCENTAGE OF STUDENTS WHO RECEIVED A GIVEN SCORE ON EACH TRAIT
BY GRADE LEVEL

GRADE 3 (n=466)	TRAIT					
FINAL SCORE	IDEAS & CONTENT *	ORGANI-ZATION	VOICE	WORD CHOICE	SENTENCE STRUCTURE	WRITING CONVENTIONS
1.0	2.1	0.6	1.1	0.2	1.3	1.1
1.5	7.1	7.3	4.7	2.6	4.5	4.9
2.0	14.8	14.8	15.5	11.1	14.0	11.8
2.5	21.6	22.7	24.2	27.2	23.4	17.6
3.0	29.6	27.9	27.7	36.2	23.9	26.2
3.5	15.0	16.7	15.2	12.4	18.9	20.9
4.0	6.6	7.9	7.3	6.6	12.3	13.1
4.5	1.5	1.7	3.0	3.4	1.7	3.7
5.0	0.2	0.2	1.3	0.2	0.0	0.6

* 1.5% of the 3rd graders received a score of "9" (off-topic) on Ideas & Content.

GRADE 4 (n=449)	TRAIT					
FINAL SCORE	IDEAS & CONTENT *	ORGANI-ZATION	VOICE	WORD CHOICE	SENTENCE STRUCTURE	WRITING CONVENTIONS
1.0	0.9	0.2	0.2	0.0	0.7	1.8
1.5	1.6	1.3	0.2	0.7	1.6	1.6
2.0	10.2	12.2	7.3	5.1	10.7	10.2
2.5	20.0	18.7	22.9	17.0	18.0	19.4
3.0	29.3	32.3	27.2	40.0	27.3	24.5
3.5	20.2	21.2	24.7	21.9	24.7	20.5
4.0	12.0	10.5	11.6	10.0	10.9	14.9
4.5	3.8	2.9	4.9	4.7	5.6	5.1
5.0	0.7	0.7	0.9	0.7	0.7	2.0

* 1.3% of the 4th graders received a score of "9" (off-topic) on Ideas & Content.

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
PERCENTAGE OF STUDENTS WHO RECEIVED A GIVEN SCORE ON EACH TRAIT
BY GRADE LEVEL

GRADE 5 (n=505)	TRAIT					
FINAL SCORE	IDEAS & CONTENT *	ORGANI-ZATION	VOICE	WORD CHOICE	SENTENCE STRUCTURE	WRITING CONVENTIONS
1.0	0.6	0.2	0.0	0.0	0.0	0.0
1.5	3.0	2.0	0.6	0.4	1.4	2.4
2.0	12.1	11.1	6.7	4.3	7.9	7.7
2.5	17.8	20.6	17.0	14.4	16.6	12.1
3.0	27.1	27.9	26.3	40.0	27.0	24.3
3.5	18.8	19.0	24.6	25.4	25.2	25.7
4.0	12.6	14.3	16.0	8.5	14.8	18.0
4.5	5.9	3.2	5.7	5.5	5.9	8.3
5.0	1.6	1.8	3.0	1.6	1.2	1.6

* .6% of the 5th graders received a score of "9" (off-topic) on Ideas & Content.

GRADE 6 (n=422)	TRAIT					
FINAL SCORE	IDEAS & CONTENT *	ORGANI-ZATION	VOICE	WORD CHOICE	SENTENCE STRUCTURE	WRITING CONVENTIONS
1.0	0.5	0.2	0.0	0.0	0.5	0.7
1.5	2.4	1.4	0.2	0.0	0.2	0.7
2.0	12.6	9.0	6.2	0.7	5.0	8.8
2.5	18.2	18.7	17.8	9.0	13.3	15.0
3.0	27.5	25.4	33.3	49.2	32.2	29.0
3.5	16.6	23.9	19.7	20.9	25.4	25.7
4.0	12.6	13.7	16.9	14.0	15.6	13.6
4.5	6.6	6.4	4.3	5.2	7.3	5.7
5.0	0.9	1.2	1.7	1.0	0.5	0.7

* 2.1% of the 6th graders received a score of "9" (off-topic) on Ideas & Content.

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
PERCENTAGE OF STUDENTS WHO RECEIVED A GIVEN SCORE ON EACH TRAIT
BY GRADE LEVEL

GRADE 7 (n=400)	TRAIT					
FINAL SCORE	IDEAS & CONTENT *	ORGANI-ZATION	VOICE	WORD CHOICE	SENTENCE STRUCTURE	WRITING CONVENTIONS
1.0	0.5	0.3	0.0	0.0	0.5	0.0
1.5	2.7	2.0	0.5	0.0	0.8	1.8
2.0	9.7	6.0	1.8	0.5	6.0	8.3
2.5	17.5	16.3	10.6	7.2	11.8	15.8
3.0	22.7	24.5	33.2	55.6	27.5	22.6
3.5	20.4	24.8	30.4	22.2	28.3	25.1
4.0	15.2	18.0	15.8	8.5	17.5	17.8
4.5	6.5	7.5	6.5	4.7	6.3	6.8
5.0	1.2	0.8	1.3	1.2	1.5	2.0

* 3.5% of the 7th graders received a score of "9" (off-topic) on Ideas & Content.

GRADE 8 (n=344)	TRAIT					
FINAL SCORE	IDEAS & CONTENT *	ORGANI-ZATION	VOICE	WORD CHOICE	SENTENCE STRUCTURE	WRITING CONVENTIONS
1.0	0.3	0.3	0.3	0.3	0.3	0.3
1.5	2.6	1.2	0.3	0.3	0.3	0.3
2.0	8.1	6.7	2.6	2.6	4.7	5.2
2.5	9.6	11.3	9.0	5.2	9.9	13.3
3.0	19.5	16.3	37.1	48.3	18.3	18.8
3.5	22.1	26.2	28.7	26.9	35.2	23.5
4.0	21.2	30.8	12.8	9.0	20.6	20.6
4.5	10.5	5.2	7.2	5.8	8.1	13.3
5.0	0.6	2.0	2.0	1.7	2.6	4.6

* 5.5% of the 8th graders received a score of "9" (off-topic) on Ideas & Content.

APPENDIX C

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
PERCENTAGE OF STUDENTS WHO CHECKED A GIVEN RESPONSE
ON THE STUDENT SELF-EVALUATION CHECKLIST
1ST-2ND GRADES

		GRADE	
ITEM	RESPONSE	1 #=420	2 #=448
1. The story helped me to get ideas for my writing.	YES	62%	44%
	NO	38%	56%
2. I drew a picture to help me start my story.	YES	27%	13%
	NO	73%	87%
3. I had a conference with my teacher.	YES	62%	68%
	NO	38%	32%
4. I read my story aloud to a friend.	YES	55%	61%
	NO	45%	39%
5. A friend asked me questions about my story.	YES	32%	40%
	NO	68%	60%
6. My story has a beginning.	YES	96%	98%
	NO	4%	2%
7. My story has a middle.	YES	95%	98%
	NO	5%	2%
8. My story has an end.	YES	92%	97%
	NO	8%	3%

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
PERCENTAGE OF STUDENTS WHO CHECKED A GIVEN RESPONSE
ON THE STUDENT SELF-EVALUATION CHECKLIST
1ST-2ND GRADES

		GRADE	
ITEM	RESPONSE	1 #=420	2 #=448
9. I changed my story to make it better.	YES	46%	63%
	NO	55%	37%
10. All of my sentences have end marks.	YES	64%	90%
	NO	36%	10%
11. All my sentences begin with a capital letter.	YES	70%	92%
	NO	30%	9%
12. I have capitalized all the names of people and places.	YES	67%	89%
	NO	33%	11%
13. I have corrected all spelling errors.	YES	47%	78%
	NO	53%	22%
14. I like the story that I wrote.	YES	96%	95%
	NO	4%	5%

APPENDIX D

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
PERCENTAGE OF STUDENTS WHO CHECKED A GIVEN RESPONSE
ON THE STUDENT SELF-EVALUATION CHECKLIST
3RD-8TH GRADES

		GRADE					
ITEM	RESPONSE	3 #=458	4 #=424	5 #=497	6 #=358	7 #=373	8 #=327
1. I used the activities related to the literature to help me focus my story.	YES	65%	73%	66%	66%	54%	61%
	NO	35%	27%	34%	34%	46%	39%
2. I used a prewriting activity of my own.	YES	54%	55%	58%	61%	56%	53%
	NO	46%	45%	42%	39%	44%	47%
3. While writing, I conferred with my teacher.	YES	56%	53%	54%	40%	30%	34%
	NO	44%	47%	46%	61%	70%	66%
4. I used a peer conference/author chair to get feedback on my draft.	YES	61%	57%	55%	61%	49%	58%
	NO	39%	43%	45%	40%	51%	42%
5. In peer conference, I read my draft aloud to hear how my writing sounded.	YES	65%	63%	56%	52%	32%	43%
	NO	35%	37%	44%	48%	68%	57%
6. Conference partners gave me feedback which helped me see my draft in new way.	YES	54%	58%	55%	58%	50%	54%
	NO	46%	42%	45%	42%	50%	47%
7. I had a clear understanding of what I was to write about.	YES	95%	96%	95%	96%	95%	90%
	NO	5%	4%	5%	4%	5%	10%
8. I knew how my writing was to be evaluated.	YES	84%	86%	89%	88%	85%	89%
	NO	16%	14%	11%	12%	14%	11%

"#=" refers to the number of students.

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
PERCENTAGE OF STUDENTS WHO CHECKED A GIVEN RESPONSE
ON THE STUDENT SELF-EVALUATION CHECKLIST
3RD-8TH GRADES

		GRADE					
ITEM	RESPONSE	3 #=458	4 #=424	5 #=497	6 #=358	7 #=373	8 #=327
9. I put strong effort into this writing assignment.	YES	94%	93%	94%	92%	89%	89%
	NO	6%	7%	6%	8%	11%	11%
10. I like the paper I wrote for this assignment.	YES	93%	93%	92%	91%	87%	86%
	NO	7%	7%	8%	9%	13%	14%
11. I revised my draft to change ideas.	YES	62%	74%	70%	71%	68%	62%
	NO	38%	26%	30%	29%	32%	38%
12. I revised my draft to change organization.	YES	58%	73%	73%	79%	75%	75%
	NO	42%	27%	27%	21%	25%	25%
13. I revised my draft to change language.	YES	71%	75%	77%	81%	77%	80%
	NO	29%	25%	23%	19%	23%	21%
14. I took time to edit my own paper.	YES	87%	85%	87%	89%	89%	87%
	NO	13%	15%	14%	11%	11%	13%
15. I took time to edit for writing conventions with another student.	YES	65%	67%	64%	57%	57%	50%
	NO	35%	33%	36%	43%	43%	50%

APPENDIX E

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
AVERAGE SCORES OF STUDENTS WHO CHECKED A GIVEN RESPONSE
ON THE STUDENT SELF-EVALUATION CHECKLIST
GRADE 1

		TRAIT	
ITEM	RESPONSE	IDEAS & CONTENT	ORGAN-IZATION
1. The story helped me to get ideas for my writing.	YES #=261	2.89	2.72
	NO #=158	2.91	2.79
2. I drew a picture to help me start my story.	YES #=115	2.86	2.73
	NO #=304	2.91	2.76
3. I had a conference with my teacher.	YES #=259	2.96	2.79
	NO #=159	2.79	2.68
4. I read my story aloud to a friend.	YES #=230	2.92	2.80
	NO #=186	2.85	2.68
5. A friend asked me questions about my story.	YES #=135	2.92	2.75
	NO #=283	2.88	2.75
6. My story has a beginning.	YES #=403	2.90	2.75
	NO #=16	2.78	2.75
7. My story has a middle.	YES #=396	2.94 ****	2.79 ****
	NO #=23	2.13	2.09
8. My story has an end.	YES #=385	2.94 ****	2.79 ****
	NO #=36	2.33	2.29

**** Average scores of yes- and no-respondents are significantly different ($p<.05$).

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
AVERAGE SCORES OF STUDENTS WHO CHECKED A GIVEN RESPONSE
ON THE STUDENT SELF-EVALUATION CHECKLIST
GRADE 1

		TRAIT	
ITEM	RESPONSE	IDEAS & CONTENT	ORGAN-IZATION
9. I changed my story to make it better.	YES #=190	2.96	2.78
	NO #=227	2.84	2.73
10. All of my sentences have end marks.	YES #=267	3.06 ****	2.91 ****
	NO #=151	2.60	2.47
11. All my sentences begin with a capital letter.	YES #=293	2.95	2.82 ****
	NO #=125	2.77	2.58
12. I have capitalized all the names of people and places.	YES #=277	3.01 ****	2.86 ****
	NO #=137	2.66	2.55
13. I have corrected all spelling errors.	YES #=192	2.90	2.77
	NO #=215	2.90	2.74
14. I like the story that I wrote.	YES #=404	2.89	2.75
	NO #=16	2.84	2.72

**** Average scores of yes- and no-respondents are significantly different ($p<.05$).

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
AVERAGE SCORES OF STUDENTS WHO CHECKED A GIVEN RESPONSE
ON THE STUDENT SELF-EVALUATION CHECKLIST
GRADE 2

		TRAIT					
ITEM	RESPONSE	IDEAS & CONTENT	ORGAN-IZATION	VOICE	WORD CHOICE	SENTENC STRUCT.	CONVEN-TIONS
1. The story helped me to get ideas for my writing.	YES #=199	2.64	2.57	2.67	2.73	2.61	2.57
	NO #=248	2.66	2.64	2.68	2.74	2.67	2.68
2. I drew a pic-ture to help me start my story.	YES #=59	2.39	2.33	2.41	2.43	2.31	2.26
	NO #=389	2.69	2.65	2.71	2.78	2.69	2.68
3. I had a con-ference with my teacher.	YES #=303	2.65	2.64	2.70	2.75	2.67	2.65
	NO #=143	2.67	2.56	2.64	2.71	2.62	2.61
4. I read my story aloud to a friend.	YES #=272	2.74	2.67	2.74	2.81	2.71	2.71
	NO #=175	2.51	2.50	2.57	2.61	2.54	2.49
5. A friend asked me questions about my story.	YES #=179	2.73	2.64	2.71	2.85	2.72	2.65
	NO #=269	2.60	2.59	2.65	2.66	2.59	2.62
6. My story has a beginning.	YES #=438	2.66	2.61	2.68	2.73	2.65	2.65
	NO #=8	2.06	2.38	2.13	2.56	2.56	1.81
7. My story has a middle.	YES #=435	2.65	2.61	2.68	2.74 ****	2.65	2.63
	NO #=9	2.25	2.11	2.28	2.28	2.17	2.28
8. My story has an end.	YES #=430	2.67	2.62	2.69	2.75	2.66	2.65 ****
	NO #=15	2.30	2.33	2.40	2.47	2.33	2.13

**** Average scores of yes- and no-respondents are significantly different ($p<.05$).

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
AVERAGE SCORES OF STUDENTS WHO CHECKED A GIVEN RESPONSE
ON THE STUDENT SELF-EVALUATION CHECKLIST
GRADE 2

		TRAIT					
ITEM	RESPONSE	IDEAS & CONTENT	ORGAN-IZATION	VOICE	WORD CHOICE	SENTENC STRUCT.	CONVEN-TIONS
9. I changed my story to make it better.	YES #=281	2.74 ****	2.67	2.75 ****	2.79 ****	2.71	2.71
	NO #=164	2.50	2.51	2.56	2.64	2.55	2.50
10. All of my sentences have end marks.	YES #=398	2.69	2.66 ****	2.73 ****	2.79 ****	2.70 ****	2.70 ****
	NO #=44	2.36	2.28	2.30	2.36	2.23	2.08
11. All my sentences begin with a capital letter.	YES #=406	2.67	2.63 ****	2.73 ****	2.76 ****	2.68 ****	2.67 ****
	NO #=38	2.50	2.37	2.37	2.45	2.30	2.24
12. I have capitalized all the names of people and places.	YES #=392	2.71 ****	2.66 ****	2.73 ****	2.77 ****	2.70 ****	2.70 ****
	NO #=49	2.29	2.30	2.37	2.54	2.26	2.15
13. I have corrected all spelling errors.	YES #=342	2.68	2.64	2.70	2.76	2.68	2.72 ****
	NO #=98	2.59	2.53	2.63	2.67	2.54	2.33
14. I like the story that I wrote.	YES #=414	2.67	2.62	2.69	2.76	2.66	2.64
	NO #=20	2.50	2.43	2.60	2.53	2.58	2.68

**** Average scores of yes- and no-respondents are significantly different ($p<.05$).

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
AVERAGE SCORES OF STUDENTS WHO CHECKED A GIVEN RESPONSE
ON THE STUDENT SELF-EVALUATION CHECKLIST
GRADE 3

		TRAIT					
ITEM	RESPONSE	IDEAS & CONTENT	ORGAN-IZATION	VOICE	WORD CHOICE	SENTENC STRUCT.	CONVEN-TIONS
1. I used the activities related to the literature to help me focus my story.	YES #=296	2.80	2.82	2.90	2.97	2.97	3.08
	NO #=158	2.69	2.79	2.77	2.76	2.75	2.87
2. I used a pre-writing activity of my own.	YES #=247	2.74	2.77	2.81	2.85	2.88	2.99
	NO #=209	2.79	2.85	2.90	2.94	2.92	3.02
3. While writing, I conferred with my teacher.	YES #=254	2.87	2.88	2.91	2.94	2.95	3.06
	NO #=202	2.62	2.72	2.79	2.84	2.83	2.94
4. I used a peer conference/author chair to get feedback on my draft.	YES #=278	2.86	2.90	2.90	2.95	2.98	3.09
	NO #=179	2.62	2.68	2.79	2.83	2.78	2.87
5. In peer conference, I read my draft aloud to hear how my writing sounded.	YES #=297	2.79	2.85	2.89	2.93	2.93	3.03
	NO #=158	2.71	2.74	2.81	2.85	2.84	2.97
6. Conference partners gave me feedback which helped me see my draft in new way.	YES #=244	2.84	2.92	2.92	2.98	3.04	3.14
	NO #=212	2.67	2.69	2.80	2.81	2.73	2.84
7. I had a clear understanding of what I was to write about.	YES #=434	2.77	2.82	2.86	2.89	2.90	3.02
	NO #=24	2.67	2.73	2.85	2.98	2.85	2.81
8. I knew how my writing was to be evaluated.	YES #=384	2.80 ****	2.86 ****	2.89	2.93 ****	2.96 ****	3.06 ****
	NO #=74	2.60	2.55	2.72	2.72	2.59	2.73

**** Average scores of yes- and no-respondents are significantly different ($p<.05$).

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
AVERAGE SCORES OF STUDENTS WHO CHECKED A GIVEN RESPONSE
ON THE STUDENT SELF-EVALUATION CHECKLIST
GRADE 3

		TRAIT					
ITEM	RESPONSE	IDEAS & CONTENT	ORGAN-IZATION	VOICE	WORD CHOICE	SENTENC STRUCT.	CONVEN-TIONS
9. I put strong effort into this writing assign-ment.	YES #=430	2.78	2.83	2.87	2.91	2.92 ****	3.02
	NO #=27	2.54	2.54	2.59	2.67	2.56	2.72
10. I like the paper I wrote for this assignment.	YES #=428	2.78	2.82	2.87	2.91	2.91	3.03 ****
	NO #=30	2.63	2.63	2.67	2.72	2.67	2.62
11. I revised my draft to change ideas.	YES #=275	2.79	2.84	2.91	2.93	2.92	3.04
	NO #=170	2.74	2.77	2.80	2.87	2.89	2.99
12. I revised my draft to change organization.	YES #=256	2.83	2.87	2.94	2.97	2.96	3.07
	NO #=186	2.69	2.74	2.78	2.82	2.83	2.94
13. I revised my draft to change language.	YES #=315	2.80	2.87 ****	2.90	2.94	2.94	3.05
	NO #=125	2.69	2.68	2.77	2.81	2.82	2.93
14. I took time to edit my own paper.	YES #=389	2.80	2.85 ****	2.89	2.92	2.95 ****	3.05
	NO #=56	2.60	2.59	2.73	2.78	2.65	2.83
15. I took time to edit for writing conven-tions with anoth-er student.	YES #=288	2.84	2.90	2.90	2.95	2.94	3.07
	NO #=153	2.64	2.68	2.81	2.82	2.85	2.92

**** Average scores of yes- and no-respondents are significantly different ($p<.05$).

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
AVERAGE SCORES OF STUDENTS WHO CHECKED A GIVEN RESPONSE
ON THE STUDENT SELF-EVALUATION CHECKLIST
GRADE 4

		TRAIT					
ITEM	RESPONSE	IDEAS & CONTENT	ORGAN-IZATION	VOICE	WORD CHOICE	SENTENC STRUCT.	CONVEN-TIONS
1. I used the activities related to the literature to help me focus my story.	YES #=311	3.03	3.01	3.10	3.12	3.08	3.09
	NO #=113	3.04	3.04	3.25	3.22	3.10	3.12
2. I used a pre-writing activity of my own.	YES #=231	2.97	2.90	3.09	3.10	2.98	2.99
	NO #=191	3.11	3.16	3.21	3.21	3.21	3.23
3. While writing, I conferred with my teacher.	YES #=225	3.05	3.03	3.15	3.13	3.13	3.14
	NO #=195	3.03	3.01	3.13	3.17	3.03	3.05
4. I used a peer conference/author chair to get feedback on my draft.	YES #=242	3.10	3.09	3.24	3.22	3.18	3.22
	NO #=181	2.95	2.93	3.01	3.07	2.97	2.94
5. In peer conference, I read my draft aloud to hear how my writing sounded.	YES #=266	3.02	3.01	3.17	3.15	3.08	3.13
	NO #=155	3.07	3.06	3.11	3.17	3.10	3.07
6. Conference partners gave me feedback which helped me see my draft in new way.	YES #=246	3.06	3.03	3.16	3.18	3.09	3.13
	NO #=177	2.99	3.01	3.11	3.11	3.08	3.05
7. I had a clear understanding of what I was to write about.	YES #=404	3.06 ****	3.03	3.16 ****	3.17 ****	3.11 ****	3.12 ****
	NO #=18	2.61	2.81	2.64	2.78	2.64	2.61
8. I knew how my writing was to be evaluated.	YES #=366	3.07 ****	3.06 ****	3.18 ****	3.20 ****	3.13 ****	3.14 ****
	NO #=58	2.79	2.78	2.89	2.88	2.83	2.82

**** Average scores of yes- and no-respondents are significantly different ($p<.05$).

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
AVERAGE SCORES OF STUDENTS WHO CHECKED A GIVEN RESPONSE
ON THE STUDENT SELF-EVALUATION CHECKLIST
GRADE 4

		TRAIT					
ITEM	RESPONSE	IDEAS & CONTENT	ORGAN-IZATION	VOICE	WORD CHOICE	SENTENC STRUCT.	CONVEN-TIONS
9. I put strong effort into this writing assign-ment.	YES #=394	3.06 ****	3.04 ****	3.16 ****	3.16	3.10	3.10
	NO #=29	2.70	2.74	2.93	2.98	2.93	3.03
10. I like the paper I wrote for this assignment.	YES #=394	3.05	3.03	3.15	3.16	3.10	3.11 ****
	NO #=27	2.86	2.89	3.05	3.07	2.98	3.02
11. I revised my draft to change ideas.	YES #=304	3.02	2.98	3.13	3.13	3.04	3.07
	NO #=109	3.06	3.12	3.19	3.21	3.22	3.21
12. I revised my draft to change organization.	YES #=297	3.05	3.03	3.14	3.16	3.11	3.11
	NO #=111	2.97	3.00	3.15	3.11	3.02	3.10
13. I revised my draft to change language.	YES #=305	3.05	3.04	3.17	3.18	3.12	3.13
	NO #=104	2.96	2.94	3.07	3.08	3.01	3.03
14. I took time to edit my own paper.	YES #=347	3.04	3.04	3.15	3.15	3.11	3.12
	NO #=63	2.97	2.93	3.13	3.12	2.99	2.97
15. I took time to edit for writing conven-tions with anoth-er student.	YES #=273	3.02	3.02	3.16	3.16	3.12	3.14
	NO #=135	3.06	3.04	3.11	3.13	3.04	3.05

**** Average scores of yes- and no-respondents are significantly different ($p<.05$).

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
AVERAGE SCORES OF STUDENTS WHO CHECKED A GIVEN RESPONSE
ON THE STUDENT SELF-EVALUATION CHECKLIST
GRADE 5

		TRAIT					
ITEM	RESPONSE	IDEAS & CONTENT	ORGAN-IZATION	VOICE	WORD CHOICE	SENTENC STRUCT.	CONVEN-TIONS
1. I used the activities related to the literature to help me focus my story.	YES #=329	3.09	3.09	3.28	3.23	3.20	3.31
	NO #=167	3.07	3.05	3.23	3.17	3.23	3.27
2. I used a pre-writing activity of my own.	YES #=286	3.06	3.05	3.24	3.18	3.17	3.24
	NO #=211	3.11	3.12	3.30	3.25	3.27	3.38
3. While writing, I conferred with my teacher.	YES #=269	3.16	3.17	3.34	3.30	3.29	3.36
	NO #=228	2.99	2.97	3.16	3.10	3.11	3.22
4. I used a peer conference/author chair to get feedback on my draft.	YES #=272	3.16	3.16	3.32	3.27	3.27	3.36
	NO #=225	2.99	2.98	3.21	3.14	3.14	3.22
5. In peer conference, I read my draft aloud to hear how my writing sounded.	YES #=274	3.16	3.15	3.30	3.24	3.26	3.33
	NO #=222	2.99	3.00	3.23	3.17	3.15	3.26
6. Conference partners gave me feedback which helped me see my draft in new way.	YES #=273	3.16	3.13	3.31	3.27	3.26	3.36
	NO #=224	2.99	3.01	3.21	3.13	3.14	3.21
7. I had a clear understanding of what I was to write about.	YES #=474	3.08	3.08	3.27	3.21	3.21	3.31
	NO #=23	3.09	3.02	3.20	3.22	3.15	3.13
8. I knew how my writing was to be evaluated.	YES #=438	3.12 ****	3.11 ****	3.29	3.23 ****	3.23 ****	3.32 ****
	NO #=57	2.81	2.82	3.11	3.05	3.04	3.10

**** Average scores of yes- and no-respondents are significantly different ($p<.05$).

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
AVERAGE SCORES OF STUDENTS WHO CHECKED A GIVEN RESPONSE
ON THE STUDENT SELF-EVALUATION CHECKLIST
GRADE 5

		TRAIT					
ITEM	RESPONSE	IDEAS & CONTENT	ORGAN-IZATION	VOICE	WORD CHOICE	SENTENC STRUCT.	CONVEN-TIONS
9. I put strong effort into this writing assign-ment.	YES #=464	3.11 ****	3.10 ****	3.29	3.22	3.22	3.31
	NO #=31	2.73	2.82	3.03	3.13	3.08	3.19
10. I like the paper I wrote for this assignment.	YES #=455	3.11 ****	3.09	3.28	3.22	3.22	3.31
	NO #=39	2.80	2.96	3.18	3.10	3.09	3.22
11. I revised my draft to change ideas.	YES #=338	3.08	3.05	3.28	3.22	3.17	3.26
	NO #=149	3.13	3.16	3.28	3.19	3.31	3.38
12. I revised my draft to change organization.	YES #=351	3.09	3.06	3.29	3.24	3.21	3.30
	NO #=132	3.11	3.16	3.25	3.16	3.23	3.31
13. I revised my draft to change language.	YES #=371	3.15 ****	3.11	3.30	3.24	3.25 ****	3.34 ****
	NO #=113	2.91	3.00	3.22	3.12	3.09	3.16
14. I took time to edit my own paper.	YES #=425	3.12 ****	3.11 ****	3.28	3.23	3.24 ****	3.33 ****
	NO #=65	2.87	2.90	3.24	3.10	3.04	3.07
15. I took time to edit for writing conven-tions with anoth-er student.	YES #=306	3.10	3.11	3.30	3.25	3.23	3.32
	NO #=176	3.07	3.05	3.25	3.15	3.18	3.25

**** Average scores of yes- and no-respondents are significantly different ($p<.05$).

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
AVERAGE SCORES OF STUDENTS WHO CHECKED A GIVEN RESPONSE
ON THE STUDENT SELF-EVALUATION CHECKLIST
GRADE 6

		TRAIT					
ITEM	RESPONSE	IDEAS & CONTENT	ORGAN-IZATION	VOICE	WORD CHOICE	SENTENC STRUCT.	CONVEN-TIONS
1. I used the activities related to the literature to help me focus my story.	YES #=233	3.13	3.23	3.21	3.28	3.31	3.23
	NO #=120	3.02	3.12	3.26	3.29	3.25	3.14
2. I used a pre-writing activity of my own.	YES #=216	3.14	3.21	3.27	3.28	3.29	3.22
	NO #=140	3.02	3.16	3.15	3.28	3.29	3.17
3. While writing, I conferred with my teacher.	YES #=141	3.02	3.23	3.15	3.27	3.33	3.23
	NO #=217	3.13	3.16	3.26	3.29	3.26	3.18
4. I used a peer conference/author chair to get feedback on my draft.	YES #=216	3.11	3.23	3.26	3.35	3.35	3.26
	NO #=141	3.03	3.12	3.16	3.18	3.20	3.11
5. In peer conference, I read my draft aloud to hear how my writing sounded.	YES #=185	3.13	3.24	3.23	3.30	3.35	3.24
	NO #=173	3.04	3.13	3.21	3.25	3.23	3.16
6. Conference partners gave me feedback which helped me see my draft in new way.	YES #=206	3.10	3.23	3.24	3.31	3.33	3.24
	NO #=151	3.05	3.14	3.19	3.24	3.23	3.15
7. I had a clear understanding of what I was to write about.	YES #=341	3.10	3.20	3.22	3.29	3.30	3.21
	NO #=15	2.80	3.00	3.20	3.20	3.13	3.17
8. I knew how my writing was to be evaluated.	YES #=311	3.12	3.21	3.25	3.30	3.32	3.23
	NO #=42	2.94	3.14	3.10	3.14	3.11	3.05

**** Average scores of yes- and no-respondents are significantly different ($p<.05$).

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
AVERAGE SCORES OF STUDENTS WHO CHECKED A GIVEN RESPONSE
ON THE STUDENT SELF-EVALUATION CHECKLIST
GRADE 6

		TRAIT					
ITEM	RESPONSE	IDEAS & CONTENT	ORGAN-IZATION	VOICE	WORD CHOICE	SENTENC STRUCT.	CONVEN-TIONS
9. I put strong effort into this writing assign-ment.	YES #=331	3.12 ****	3.20	3.23	3.28	3.30	3.20
	NO #=27	2.75	3.13	3.11	3.26	3.22	3.20
10. I like the paper I wrote for this assignment.	YES #=324	3.12 ****	3.22	3.25 ****	3.31 ****	3.32 ****	3.24 ****
	NO #=32	2.77	2.95	2.98	3.03	2.97	2.78
11. I revised my draft to change ideas.	YES #=246	3.12	3.18	3.21	3.29	3.29	3.23
	NO #=101	3.06	3.24	3.25	3.27	3.29	3.17
12. I revised my draft to change organization.	YES #=272	3.09	3.18	3.23	3.27	3.28	3.21
	NO #=73	3.13	3.25	3.23	3.36	3.37	3.24
13. I revised my draft to change language.	YES #=281	3.15 ****	3.22	3.24	3.31	3.31	3.25
	NO #=65	2.89	3.09	3.19	3.19	3.24	3.08
14. I took time to edit my own paper.	YES #=308	3.14 ****	3.23 ****	3.25	3.31 ****	3.32 ****	3.24
	NO #=39	2.86	2.97	3.06	3.08	3.08	3.05
15. I took time to edit for writing conven-tions with anoth-er student.	YES #=192	3.09	3.21	3.24	3.33	3.32	3.29
	NO #=146	3.11	3.18	3.21	3.25	3.27	3.13

**** Average scores of yes- and no-respondents are significantly different ($p<.05$).

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
AVERAGE SCORES OF STUDENTS WHO CHECKED A GIVEN RESPONSE
ON THE STUDENT SELF-EVALUATION CHECKLIST
GRADE 7

		TRAIT					
ITEM	RESPONSE	IDEAS & CONTENT	ORGAN-IZATION	VOICE	WORD CHOICE	SENTENC STRUCT.	CONVEN-TIONS
1. I used the activities related to the literature to help me focus my story.	YES #=200	3.21	3.24	3.34	3.25	3.32	3.28
	NO #=172	3.10	3.30	3.41	3.28	3.31	3.24
2. I used a prewriting activity of my own.	YES #=208	3.13	3.23	3.38	3.25	3.25	3.18
	NO #=162	3.20	3.32	3.37	3.29	3.40	3.38
3. While writing, I conferred with my teacher.	YES #=111	3.06	3.21	3.33	3.20	3.21	3.17
	NO #=262	3.20	3.30	3.39	3.29	3.36	3.30
4. I used a peer conference/author chair to get feedback on my draft.	YES #=183	3.14	3.26	3.34	3.25	3.34	3.30
	NO #=188	3.17	3.28	3.41	3.28	3.29	3.24
5. In peer conference, I read my draft aloud to hear how my writing sounded.	YES #=120	3.06	3.15	3.25	3.22	3.24	3.23
	NO #=252	3.20	3.32	3.43	3.29	3.35	3.29
6. Conference partners gave me feedback which helped me see my draft in new way.	YES #=184	3.11	3.29	3.38	3.24	3.36	3.33
	NO #=186	3.20	3.25	3.36	3.28	3.27	3.20
7. I had a clear understanding of what I was to write about.	YES #=350	3.18 ****	3.29 ****	3.38	3.28 ****	3.34 ****	3.29 ****
	NO #=20	2.75	2.88	3.18	3.00	2.90	2.88
8. I knew how my writing was to be evaluated.	YES #=320	3.16	3.28	3.38	3.26	3.33	3.29
	NO #=53	3.12	3.21	3.34	3.29	3.25	3.11

**** Average scores of yes- and no-respondents are significantly different ($p<.05$).

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
AVERAGE SCORES OF STUDENTS WHO CHECKED A GIVEN RESPONSE
ON THE STUDENT SELF-EVALUATION CHECKLIST
GRADE 7

		TRAIT					
ITEM	RESPONSE	IDEAS & CONTENT	ORGAN-IZATION	VOICE	WORD CHOICE	SENTENC STRUCT.	CONVEN-TIONS
9. I put strong effort into this writing assign-ment.	YES #=330	3.19	3.30 ****	3.37	3.29 ****	3.33	3.29 ****
	NO #=41	2.97	3.00	3.35	3.09	3.17	3.04
10. I like the paper I wrote for this assignment.	YES #=322	3.17	3.29	3.37	3.28	3.34 ****	3.30 ****
	NO #=47	3.13	3.17	3.39	3.20	3.16	3.04
11. I revised my draft to change ideas.	YES #=246	3.21	3.32	3.37	3.29	3.34	3.27
	NO #=116	3.08	3.22	3.42	3.25	3.29	3.27
12. I revised my draft to change organization.	YES #=270	3.20	3.32	3.39	3.27	3.34	3.32
	NO #=89	3.08	3.21	3.37	3.28	3.32	3.18
13. I revised my draft to change language.	YES #=278	3.23 ****	3.33	3.42	3.31 ****	3.37	3.32
	NO #=81	2.98	3.14	3.28	3.14	3.21	3.14
14. I took time to edit my own paper.	YES #=317	3.21 ****	3.31 ****	3.40	3.28	3.34	3.32 ****
	NO #=40	2.86	3.01	3.24	3.16	3.15	2.95
15. I took time to edit for writing conven-tions with anoth-er student.	YES #=202	3.14	3.28	3.34	3.24	3.33	3.32
	NO #=155	3.21	3.29	3.45	3.32	3.32	3.23

**** Average scores of yes- and no-respondents are significantly different ($p<.05$).

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
AVERAGE SCORES OF STUDENTS WHO CHECKED A GIVEN RESPONSE
ON THE STUDENT SELF-EVALUATION CHECKLIST
GRADE 8

		TRAIT					
ITEM	RESPONSE	IDEAS & CONTENT	ORGAN-IZATION	VOICE	WORD CHOICE	SENTENC STRUCT.	CONVEN-TIONS
1. I used the activities related to the literature to help me focus my story.	YES #=196	3.36	3.42	3.34	3.30	3.46	3.49
	NO #=126	3.30	3.40	3.35	3.29	3.45	3.53
2. I used a prewriting activity of my own.	YES #=170	3.39	3.46	3.40	3.31	3.48	3.56
	NO #=156	3.28	3.37	3.29	3.28	3.44	3.44
3. While writing, I conferred with my teacher.	YES #=111	3.38	3.54	3.37	3.31	3.52	3.56
	NO #=216	3.32	3.35	3.33	3.28	3.43	3.47
4. I used a peer conference/author chair to get feedback on my draft.	YES #=189	3.34	3.42	3.37	3.30	3.43	3.47
	NO #=137	3.34	3.40	3.31	3.28	3.50	3.55
5. In peer conference, I read my draft aloud to hear how my writing sounded.	YES #=140	3.37	3.40	3.38	3.31	3.45	3.55
	NO #=186	3.33	3.42	3.32	3.28	3.47	3.47
6. Conference partners gave me feedback which helped me see my draft in new way.	YES #=174	3.28	3.38	3.37	3.28	3.41	3.45
	NO #=152	3.42	3.46	3.31	3.31	3.52	3.57
7. I had a clear understanding of what I was to write about.	YES #=295	3.37	3.42	3.36	3.31	3.48	3.51
	NO #=31	3.08	3.32	3.18	3.15	3.19	3.45
8. I knew how my writing was to be evaluated.	YES #=291	3.37	3.46 ****	3.37	3.33 ****	3.49 ****	3.53
	NO #=36	3.10	3.08	3.17	3.01	3.17	3.24

**** Average scores of yes- and no-respondents are significantly different ($p<.05$).

READ-ON WRITE-ON
DISTRICT RESULTS - SPRING 1992
AVERAGE SCORES OF STUDENTS WHO CHECKED A GIVEN RESPONSE
ON THE STUDENT SELF-EVALUATION CHECKLIST
GRADE 8

		TRAIT					
ITEM	RESPONSE	IDEAS & CONTENT	ORGAN-IZATION	VOICE	WORD CHOICE	SENTENC STRUCT.	CONVEN-TIONS
9. I put strong effort into this writing assignment.	YES #=290	3.39 ****	3.47 ****	3.38 ****	3.31	3.49 ****	3.55 ****
	NO #=34	2.89	2.97	3.03	3.19	3.12	3.10
10. I like the paper I wrote for this assignment.	YES #=276	3.40 ****	3.47 ****	3.39 ****	3.33 ****	3.49 ****	3.55 ****
	NO #=46	2.97	3.09	3.02	3.09	3.24	3.24
11. I revised my draft to change ideas.	YES #=197	3.38	3.47	3.41	3.32	3.51	3.53
	NO #=123	3.29	3.34	3.24	3.26	3.38	3.45
12. I revised my draft to change organization.	YES #=240	3.35	3.49	3.40	3.31	3.48	3.53
	NO #=80	3.32	3.22	3.18	3.26	3.41	3.42
13. I revised my draft to change language.	YES #=253	3.43 ****	3.51 ****	3.40 ****	3.33 ****	3.50 ****	3.55 ****
	NO #=66	2.98	3.06	3.13	3.14	3.30	3.30
14. I took time to edit my own paper.	YES #=277	3.39 ****	3.48 ****	3.36 ****	3.31	3.48	3.52 ****
	NO #=42	2.97	3.01	3.19	3.18	3.35	3.30
15. I took time to edit for writing conventions with another student.	YES #=157	3.31	3.38	3.31	3.26	3.42	3.44
	NO #=157	3.36	3.44	3.36	3.33	3.50	3.55

**** Average scores of yes- and no-respondents are significantly different ($p<.05$).